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ABSTRACT

Project LEAP (Learning English-for-Academic-Purposes) is a three-year faculty development and supplemental instruction partnership to improve the academic literacy skills of native-born, immigrant, and international language minority students. Course teams composed of discipline faculty, peer study group leaders, and professional language specialists enhance conceptually and linguistically demanding general education courses by (1) integrating content and language instruction and (2) helping students master complex academic literacy skills through guided, sequential learning tasks, with frequent practice and peer and faculty feedback opportunities. Students (n=576) participated in the 9 language enhanced general education courses; of these, 128 of the most high-risk students participated concurrently in complementary language-enhanced study group courses. Study group participants, despite skill deficiencies on entry, achieved course grades and course completion rates approximately that of non-study group participants. The programs' approach and materials are models for other institutions seeking to improve the success of high-risk, underprepared students. (Author/MSE)

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ED 418 598

LEAP

LEARNING ENGLISH-FOR-ACADEMIC-PURPOSES AT CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Evaluation Report

PREPARED BY

JANET TRICAMO, PH. D.
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Project LEAP: Learning English-For-Academic-Purposes

California State University, Los Angeles

1991 – 1994

Final Report to FIPSE

Prepared by

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November, 1994

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California State University, Los Angeles
5151 State University Drive
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Project LEAP: Learning English-for-Academic-Purposes

California State University, Los Angeles

Project LEAP: Learning English-for-Academic-Purposes, is a three-year faculty development and supplemental instruction partnership to improve the academic literacy skills of native born, immigrant and international language minority students. Course teams, composed of discipline faculty, peer study group leaders and professional language specialists, enhance conceptually and linguistically demanding general education courses by (1) integrating content and language instruction; and (2) helping students master complex academic literacy skills through guided, sequenced learning tasks, with frequent practice and peer and faculty feedback opportunities. 576 students participated in the nine language enhanced general education courses. Of this total, 128 of the most high risk students concurrently participated in complementary language-enhanced study group courses. Study group participants, despite entering skills deficiencies, achieved course grades and course completion rates approximating that of non-study group participants. Project LEAP's approach and materials are models for other institutions seeking to improve the success of high risk, underprepared students.

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Project LEAP Year One Training Manual (1992)
Project LEAP Year Two Training Manual (1993)
Project LEAP Year Three Training Manual (1994)
Project LEAP Video (1994)

Project LEAP: Learning English-for-Academic-Purposes

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Executive Summary

A: Project Overview

Project LEAP: Learning English-for-Academic-Purposes, is a faculty development and supplemental instruction partnership to improve the academic performance of language minority students in the general education curriculum. Nine course teams, each composed of a discipline faculty member, a peer study group leader (ie. supplemental instruction leader), and a professional language specialist, worked to enhance conceptually and linguistically demanding general education courses for language minority students, by developing classroom strategies which (1) integrate content instruction and language instruction; and (2) demonstrate the principles of faculty and peer partnerships, student empowerment, and scaffolding instruction---helping students master complex academic literacy skills through guided, sequenced learning tasks, with frequent practice and peer and faculty feedback opportunities.

During the three-year grant period, 576 students participated in the nine language enhanced general education courses. Of this total, 128 of the most high risk students concurrently participated in complementary language-enhanced study group courses. Study group participants, despite entering skills deficiencies, achieved course grades and course completion rates which approximated or exceeded the course grades and completion rates of non-study group participants.

In addition, the Project LEAP faculty development and peer study group leader training model, as well as the materials developed by the LEAP course teams, serve as models for other institutions seeking successful Academic Affairs and Student Services partnerships to improve the success of high risk, underprepared students.

B. Purpose

Project LEAP was designed to serve three populations of high risk language minority students, all of whom are at risk in the general education curriculum: (1) international visa students who studied English as a foreign language in their home countries; (2) recent immigrant students who received English-as-a-second language instruction in high school; and (3) early immigrant and native born English dominant bilingual students with poor academic literacy skills. Although Project LEAP was initially conceived to serve language minority students, our experience has led us to conclude that instruction which integrates content and academic literacy instruction benefits all

students, especially underprepared students, and even college-ready students. In addition, Project LEAP's study group courses, offered concurrently with the enhanced content courses, enables the deficient students to be successful in college study prior to completing their developmental studies courses.

C. Background and Origins:

At CSLA, where underprepared students are the norm rather than the exception, a 1990 WASC Reaccreditation Report called the University to task for its lack of language development support programs: "...students are not receiving the instruction their entering disabilities require and they are not challenged on communication skills in their regular courses". In this climate, Project LEAP was well-timed and positioned to address a serious and well-documented institutional problem.

Originally conceived as a staff development initiative to assist peer study group leaders in helping inexperienced students with course reading and writing assignments, Project LEAP grew into an ambitious faculty/study group collaboration to improve the access and success of high risk students. In Project LEAP, faculty and study group instructors shared responsibility for initiating inexperienced students into the "academic literacy club."

D. Project Description:

In the Fall quarter of each grant year, faculty, peer study group leaders and language specialists participated in a quarter-long seminar led by Dr. Ann Snow, Project Co-Director. In Winter quarter, the prototype language enhanced general education course and its concurrent study group course were offered for the first time. In Spring quarter, the course teams documented their experiment, and the annual Project LEAP Training Manual was compiled and edited. Three Project LEAP Annual Training Manuals document the particular exercises and activities which faculty and study group leaders developed to enhance the specific targeted courses. These course enhancements are organized into six broad categories, which represent the key areas of intervention faculty and staff should consider when enhancing instruction for high risk students:

1. Improving Lectures
2. Making the Textbook Accessible
3. Teaching Students How to Assemble Academic Information
4. Teaching Students How to Write Essays, Exams and Research Papers
5. Preparing Students For Exams
6. Involving Students Actively in Learning

E. Evaluation/Project Results

Student Performance:

The students who enrolled in LEAP general education courses were a very high risk student group. While 25% of CSLA students are special admission students, 38% of the students who enrolled in the LEAP general education courses were special admission students, and 55% of the students who enrolled in the complementary study group courses were special admission students.

Despite their significant entering skills deficiencies, study group students' academic performance approximated that of other students. In the nine LEAP general education courses, study group students earned an overall courses grade point average of 2.64; non-study group students earned an overall courses grade point average of 2.56. In six of the nine general education courses, students who participated in the complementary study group courses achieved course grades which were equal to or higher than the grades earned by non-study group participants. In addition, in six of the nine courses, study group students received fewer D, F, and Inc. grades than non-study group participants. Furthermore, the Winter to Fall persistence rates for study group and non-study group participants were comparable; 76% for the Winter, 1993 cohort, and 100% for the 1994 cohort. Finally, indepth investigation of one key academic literacy skill revealed that study group students, after receiving instruction in the skill of summary writing, outperformed college-ready students in a summary writing exercise.

The Institutionalization of Project LEAP at CSLA:

All of the original faculty participants of Project LEAP, except one who is now working at another institution, continue to teach their enhanced general education courses on a regular basis at CSLA. They have also incorporated language instruction into their other courses. Several LEAP strategies have become part of the regular pedagogy of all CSLA study groups, fifteen to twenty of which are offered on a regular basis each quarter. In Spring, 1994, as Project LEAP was drawing to a close, ten additional CSLA faculty participated in an abbreviated LEAP faculty development project, utilizing as models for their course enhancement work the materials and exercises developed by faculty and staff in the three-year project. The results of this project were encouraging, suggesting that it is possible for additional faculty at CSLA and other institutions to successfully integrate language enhancements in a variety of courses. This abbreviated faculty development model will be further explored in a new three-year Project LEAP dissemination grant which FIPSE has recently funded, and which will be directed by Dr. Ann Snow.

Project LEAP: Learning English-for-Academic Purposes

California State University, Los Angeles

A. Project Overview

Project LEAP: Learning English-for-Academic-Purposes, is a faculty development and supplemental instruction partnership to improve the academic performance of language minority students in the general education curriculum. Nine course teams, each composed of a discipline faculty member, a peer study group leader (ie. supplemental instruction leader), and a professional language specialist, worked to enhance conceptually and linguistically demanding general education courses for language minority students, by developing classroom strategies which (1) integrate content instruction and language instruction; and (2) demonstrate the principles of faculty and peer partnerships, student empowerment, and scaffolding instruction---helping students master complex academic literacy skills through guided, sequenced learning tasks, with frequent practice and peer and faculty feedback opportunities.

During the three-year grant period, 576 students participated in the nine language enhanced general education courses. Of this total, 128 of the most high risk students concurrently participated in complementary language-enhanced study group courses. Study group participants, despite entering skills deficiencies, achieved course grades and course completion rates which approximated the course grades and completion rates of non-study group participants.

In addition, the Project LEAP faculty development and peer study group leader training model, as well as the materials developed by the LEAP course teams, serve as models for other institutions seeking successful Academic Affairs and Student Services partnerships to improve the success of high risk, underprepared students.

B. Purpose

Does an institution, with strong commitment to equitable student access and retention, need to sacrifice academic quality and rigor when serving growing numbers of students who lack the academic literacy skills required for success in higher education? To address this question, CSLA, with FIPSE support, formed an Academic Affairs/Student Services partnership (1) to develop faculty and enhance curriculum; and (2) to provide the most high risk students with cost-effective and equity conscious supplemental language instruction. The activities and impact of Project LEAP, as summarized in this report, demonstrate that it is possible to "mesh" the goals of equitable student access and academic quality, and in so doing, improve overall institutional quality.

Project LEAP was designed to serve three populations of high risk language minority students: (1) international visa students who studied English as a foreign language in their home countries; (2) recent immigrant students who received English-as-a-second language instruction in high school; and (3) early immigrant and native born English dominant bilingual students with poor academic literacy skills. Early on in Project LEAP, it became clear that the "ESL" approaches we were developing to serve language minority students were useful for **all students who were unprepared for**

higher education, regardless of their language background. We also discovered that the lecture enhancement activities which Project LEAP faculty developed did not in any way impede the experience of college-ready students, but in fact enhanced their classroom experience as well.

At CSLA, nearly 70% of our entering freshman class are non-native English speakers. 25% of our freshmen are "special admission" students whose high school grades and standardized test scores made them ineligible for "regular" admission. Eighty-two percent of our entering freshmen earn English Placement Test scores which place them in the developmental English course sequence. This student profile, in which college-ready students are the exception rather than the norm, matches the student profile of many open-admission and moderately selective institutions of higher education.

Because our institutions are dismally ill-equipped to address the needs of underprepared students, we recognize a "crisis facing higher education", which is often defined in either/or terms: Do we facilitate student access **or** maintain academic rigor? Within our institutions, this crisis often plays itself out as a finger pointing exercise between Academic Affairs and Student Services. Faculty blame Student Services for ineffective student recruitment, advising and testing efforts. Student Services blame faculty for "ivory tower" lack of sensitivity to students with different academic needs.

Despite our differing opinions about who is responsible for our students' underachievement, we share a panic about the import and magnitude of the crisis. Absent our willingness to significantly change the teaching/learning experience, most underprepared students are virtually guaranteed failure in rigorous higher education study. Given that we are asked to serve increasing numbers of underprepared students, we have no choice but to change the way we do business, or threaten the long term viability of the higher education enterprise.

In Project LEAP we have developed one approach which we believe effectively "levels the playing field" for high risk students. Our results demonstrate that when faculty and Student Support Services commit to working **together to improve pedagogy and student support services while maintaining academic rigor**, the academic performance of high risk students significantly improves, and in fact, approximates the academic performance of college-ready students.

C: Background and Origins

California State University, Los Angeles is an institution with a long educational equity history, and a rich on-going educational equity agenda. Geographically located in the heart of one of the nation's most culturally and linguistically diverse urban centers, CSLA serves a student body of 21,000 students from a surrounding K-12 community which is seriously overtaxed in its attempts to prepare students for college.

Complicating our students' lack of preparation for college is a political climate which is hostile to improved funding for higher education. Like institutions nationwide, CSLA faces shrinking financial resources, growing numbers of high risk students, and internal and external pressures for accountability. Other institutions use these pressures as a rationale to discourage or deny access to high risk students. CSLA has opted instead to invest in cost-saving and pedagogically sound approaches to insure equitable educational opportunities for all of our students, regardless of their entering skills.

At CSLA, where most freshmen are underprepared students, a 1990 WASC Reaccreditation Report called the University to task for its lack of language development support programs: "...students are not receiving the instruction their entering disabilities require and they are not challenged on communication skills in their regular courses".

In this climate, Project LEAP was well-timed and positioned to address a serious and well-documented institutional problem.

Project LEAP was initially conceived as a staff development activity for our peer study group leaders who asked for training to better assist study group participants with course reading and writing requirements. The Study Group Program of the Special Services Project was, in 1990 when Project LEAP was first proposed, already an effective student retention program with a 15-year track record of successful outcomes. While the CSLA Study Group Program follows the nationally disseminated Supplemental Instruction (SI) model, because it is targets to the needs of high risk Educational Opportunity Program (EOP) students, we have consciously developed techniques and approaches tailored to the needs of underprepared students.

Traditional SI programs typically invite students of all skill levels to participate. In these heterogeneous groups, the needs of the more prepared students often set the pitch of the group, and high risk students, feeling disenfranchised once again, often never complete the study group or the course it targets. At CSLA, we invite **only** high risk students into our study groups, and we purposefully pitch our study groups to their needs.

The pairing of college-level discipline courses with study group courses guarantees underprepared students equitable educational access. Typically, when students receive unsatisfactory scores on standardized placement exams, they are advised into sub-baccalaureate developmental courses. While we support the concept of course placement based on entering skill, we are wary of institutional decisions which use course placement to create "developmental studies ghettos", from which few students "escape". At some institutions, developmental students are denied access to all but a few discipline courses until they have completed several quarters of developmental studies. At CSLA, where equitable access is a primary concern, high risk students can choose among fifteen to twenty general education courses offered in conjunction with supplemental study groups, at the same time they are working their way through their developmental studies courses.

Our research over time with special admission students showed us that at CSLA, these students are by far our most high risk students. Without intervention, they most often fail courses and do not persist because they are academically disqualified; with intervention, they approximate "regular admission" students on measures of student success--ie. grades and persistence. We therefore consciously "front load" support services for high risk freshman and sophomore students. We strive for a "seamless" advisement and retention effort, in which EOP counselors advise students into the academic support services which the Learning Resource Center offers. Nearly half of our study group participants are "special admission" students, similar to "open admission" students. In Project LEAP study groups, 55% were special admission students. (See Table 1 for a complete breakdown by project year). This cooperative advisement and retention services partnership facilitates a high student persistence rate, with approximately 80% of our freshmen students returning for a second year.

Because of the comprehensiveness of our advising and academic support services program, we knew we would be building from strength in asking FIPSE to assist us in enhancing our on-going student advisement and retention effort.

When Dr. Ann Snow, Associate Professor of Education and Co-Director of Project LEAP, was invited to address the study group leaders' request for training in language pedagogy, Dr. Snow suggested an expanded vision for Project LEAP, namely including a faculty development component. As Dr. Snow well understood, through her faculty development experiences as CSLA and at other institutions, the challenges presented by CSLA's underprepared students left many traditionally trained faculty paralyzed. When old approaches no longer work, and new approaches are unclear or untried, faculty often, in frustration, resort to one of two typical ineffective responses--"lower standards" or flunk more students. Dr. Snow saw that Project LEAP could provide an antidote to these unsatisfying responses, by providing support to faculty wishing to maintain academic quality **and** "re-tool" their teaching methods. Because of her national and international experience in training discipline faculty to integrate content and language instruction, Dr. Snow was well qualified to lead the faculty and curriculum development activities of Project LEAP. The Multicultural Classroom (1992), co-edited by Dr. Snow, became the textbook for the Fall Seminar which Dr. Snow designed to prepare our faculty/study group leader course teams.

We were confident of campus support to institutionalize any faculty development efforts Dr. Snow initiated because of the support of the CSLA Center for Effective Teaching, directed by Dr. Fisher-Hoult. Dr. Fisher-Hoult is herself a nationally recognized language expert and former member of the executive board of Teachers of English to Speakers of Other Languages (TESOL).

Steve Teixeira, Coordinator of the CSLA Study Group Program, welcomed an expansion of the initial staff training concept to include faculty development as a way of "expanding the dialogue" and "mainstreaming" concern for the needs of language minority students throughout the University. He already had considerable success in building cooperative relationships with several key CSLA faculty, and he knew from experience that these relationships resulted in improved success for high risk students.

Dr. Janet Tricarno, Director of the CSLA Learning Resource Center, and Project LEAP Co-Director, had several previous successes in developing effective Academic Affairs/Student Services partnerships. Her position as the administrator responsible for CSLA's learning support programs allowed her to "broker the marriage" between Study Group Program and faculty interests, and provide on-going administrative coordination of the activities of a complicated two-pronged project.

Building from the strengths of this Project LEAP leadership team, an ambitious project "mission" evolved. **Project LEAP would be a curriculum enhancement and supplemental instruction partnership between discipline faculty and peer study group leaders to improve the academic literacy skills and the academic performance of high risk language minority students in selected general education courses.**

We realized from the start that if we accomplished the goals of this expanded project, we would have developed a model which we could expand at CSLA, to include other general education courses as well as courses in the majors. We would have also demonstrated a model which other institutions could adapt in addressing the needs of their underprepared students. And, we would have created a working example of effective Academic Affairs/Student Support Services collaboration to improve student

access and retention, experience which other institutions could use as a starting point for their own collaboration efforts.

The intervening time between 1989 when Project LEAP was first conceived, and today at the Project's conclusion, has not caused us to change our original framing of the problem, or our confidence in the project's design. In hindsight, we realize that we began our work with considerable strength--institutional commitment to educational equity, a long history of experience with student retention and persistence efforts, strong project leadership, and genuine support from the principal departments and programs which affected our efforts. Add to this base of strength, the quality and dedication of the faculty, study group leaders and language specialists who made up the LEAP team--how could we lose!

While we have changed some of the ways we set out to conduct the business of the project, and modified some of our intended outcomes, we have met and in some cases exceeded our original objectives, as will be described in Section D, which follows. The knowledge we gained in Project LEAP has helped us in designing Project LEAP 2, a new three-year faculty development dissemination project recently funded by FIPSE which Dr. Snow directs.

D. Description of Project LEAP Activities

Project LEAP had four project components which guided and defined our annual calendar of activities: (1) The Language Development Study Group Course; (2) Faculty Development; (3) Curriculum Modification; and (4) Dissemination and Project Continuity. Each year we enhanced three general education courses, for a total of nine courses over the three year grant period. Prior to the start of Fall quarter, we selected project participants, and formed course teams composed of a discipline faculty member, a peer study group leader, and a professional language specialist. In Fall quarter, the course teams participated in a quarter-long seminar led by Dr. Ann Snow. In Winter quarter, the LEAP faculty taught the "prototype" language enhanced courses and the peer study group leaders and language specialists co-led the "prototype" complementary study group course. In Spring quarter, the course teams documented and evaluated their experiment, and the annual Project Training Manual was compiled and edited.

Selection of Project Faculty and Staff:

In selecting the courses and faculty and staff for each year, we consulted widely with faculty, department chairs and Study Group Program staff. The following criteria guided our decisions: (1) the courses chosen for enhancement would have a history of presenting significant conceptual and linguistic challenges for language minority students; (2) the faculty selected would have a well-articulated readiness to rethink their courses from the point of view of language enhancement, and were committed to developing a rigorous course with appropriate support for underprepared students; (3) the peer study group leaders selected would have some prior experience with leading study groups before attempting a language-enhanced version; and (4) the Project language specialists would have past experience in using course content as a vehicle for language learning, as well as a comfort level with the peer-centered (rather than teacher-centered) nature of study group instruction.

These criteria became more explicit after we made our first choices for faculty and staff participants in Year I. In Year II and Year III we were able to make our criteria clearer to ourselves and to the people we recruited, resulting in comparatively smoother staff selection processes and more satisfying choices in Year II and Year III.

The Fall Quarter Seminar:

Each Fall quarter, Dr. Ann Snow developed and taught a quarter-long faculty and staff development seminar to introduce participants to second language acquisition theory and practice. Dr. Snow provided the teams with specific course team assignments to help them "get ready" for their Winter quarter pilot. As might be expected, the Year I teams did not feel ready at the end of the Fall seminar, because they were "starting from scratch" and unsure about what language enhanced content instruction looked like. In Years II and III, Dr. Snow introduced course team assignments early and often, and by the end of Fall, the course teams had a detailed schedule for the Winter quarter classroom and study group sessions, including plans for the actual instructional activities and exercises they would implement. The job of the Year II course teams was made considerably easier because they could build on the work of the Year I "pioneers" . And, by the time the Year III course teams attempted their task, they had a very rich and full Project LEAP "toolbox" of effective classroom and study group language enhancement activities developed by previous teams.

The Working Principles of Successful Course Teams:

Principle I: Peer Partnership

In designing their enhanced general education and study group courses, the course teams evolved a cooperative and democratic spirit. Faculty, despite being the content experts, were encouraged to include study group leaders and language specialists as "peer partners" in all team work sessions, beginning in the Fall seminar which assumed an equality among participants. In early meetings of the seminar, we could expect some initial faculty posturing, as well as some initial study group leader timidity, which evaporated as the teams began working together. We focused heavily on this partnership principle because of a rocky experience between a faculty member and study group leader in Year I. In Years II and III, we made our team expectations more explicit, and never had to look back. Not surprising, the course teams which produced the most creative and impactful outcomes were ones in which faculty and study group leaders were most successful in becoming "peer partners."

Principle II: Give Students the Keys

An important working principle of the LEAP course teams was the sharing of responsibility for initiating inexperienced high risk students into what Frank Smith (1988) has called higher education's "Literacy Club". In most academic settings, the task of "breaking the code" for students is assigned to support services staff, who help students to "get it", ie. learn how to figure out "what instructors want" and how to "give it to them." In Project LEAP, faculty and study group leaders shared responsibility for "illuminating" the course for inexperienced students. Built into the course design were many opportunities for faculty to make the rules of the game explicit, by providing detailed instructions for assignments, chapter study guides, and

models of acceptable course work, such as sample exam questions and answers, sample essays, and "A" papers submitted by former students.

Principle III: Scaffolding

Another important course team working principle was "scaffolding", an instructional philosophy which was adapted by all of the LEAP courses and study groups. Through scaffolding, complicated skills (ie. writing a good term paper) are broken down into component parts (ie. identifying the main point of a journal article, writing a journal summary, using transition sentences to connect journal article summaries, recognizing a thesis or "point of view" statement, writing a strong thesis statement, considering the opposite point of view, etc.) The scaffolding approach assumes that there will be many opportunities to practice and master simple skills before attempting more complicated ones. Scaffolding also assumes many opportunities to ask for and receive feedback about work in progress. LEAP courses implemented a variety of classroom and study group exercises which applied the principle of scaffolding, many of which are described in the annual Project Training Manuals.

The Role of the Professional Language Specialist

Project LEAP professional language specialists, all experienced ESL instructors, played a key role with faculty and study group leaders in both the design and delivery of the LEAP courses and study groups. As the experts in language pedagogy, they were already skilled in using the teaching/learning principles described above. They understood the principles of "breaking the code", "giving students the keys" and "scaffolding". Because we were fortunate to have continuity from year to year among our project language specialists, course teams were able to build upon past experience "exponentially". For example, in Year I, our language specialist, Lia Kahmi-Stein designed a summary writing exercise for the Biology 165 students who were required to summarize a number of journal articles. In another Year I course, History 202, the instructor, Dr. Carole Srole, developed "thesis identification" and "thesis writing" exercises to help students master dense lecture material and difficult textbook reading assignments. In Year II, for the Political Science 150 course, Lia worked with the instructor, Dr. Nadine Koch, to develop a step-by-step approach to the term paper, utilizing Year I's summary writing and thesis exercises to help students craft a Review of the Literature for their term paper, and introducing students to library research. In Year III, all three courses required major writing projects which included a Literature Review, and incorporated electronic library research, thesis writing, and summarization skills.

Another important role which the language specialists played in Project LEAP was to co-teach the prototype language enhanced study group, so that they could model effective language pedagogy for the peer study group leaders. We hoped that once the study group leaders had opportunities to observe a professional language specialist, they would be able to "solo" in future quarters. The question we raised at the start of the project was: "It is feasible to ask peer study group leaders to provide supplemental language instruction for language minority students? To this end, we asked our language specialists to choose activities which they believed peer tutors could eventually implement on their own, and to empower them to experiment and practice. Our language specialists and study group leaders were resoundingly successful in this task. By the end of Year I we were able to conclude that it was not only feasible, it was preferable and beneficial to all students when study group leaders provided supplemental language instruction as part of the study group. This awareness allowed

us to expand our concept for institutionalizing Project LEAP within the CSLA Study Group Program, which we will address further in Section E, Evaluation and Project Results.

Developing a Unified Project LEAP Pedagogical Approach

An often-stated request of the Year I and Year II teams was "Where is the MAP?" Given our goal of teaching students the academic literacy skills essential for success in college study, what should be included on a comprehensive check list of "essential things to address" by faculty wishing to design a language enhanced courses? When we could find no such list, we followed the FIPSE creed of "trust the creative process." (In fact, LEAP course teams took this creed to heart whenever they didn't know exactly where they were or where they were going; thank you FIPSE for giving us permission to find our way!) Learning to "live with ambiguity", we proceeded to work from the "bottom up" (or the inside out), carefully examining the individual products of our course teams in search of "The MAP". From this rich and varied collection of language enhancement activities developed to address particular content and language demands of specific courses, we evolved six broad categories of issues which faculty and study group leaders addressed in enhancing their courses for underprepared students:

1. Improving Lectures
2. Making the Textbook Accessible
3. Teaching Students How to Assemble Academic Information
4. Teaching Students How to Write Essays, Exams and Research Papers
5. Preparing Students For Exams
6. Involving Students Actively in Learning

Under each category, we were able to list particular course enhancement activities developed by LEAP course teams, which provide concrete examples of ways to improve lectures, make the textbook accessible, etc. In Appendix B, we have included a sample handout we have used in our on-going project dissemination efforts. The handout, which lists the categories together with examples of classroom enhancement activities, helps to explain what we mean by enhancing instruction for underprepared students. While these categories are still somewhat tentative, they do provide something of a "MAP". The categories also allow us to showcase the products of our very creative and productive course teams in an organized way. In Project LEAP 2, to support a wider faculty development effort, we will codify our "MAP" and create a "Best of" manual, with generic versions of the most impactful course enhancements developed by Project LEAP.

Identifying Students for the Winter Quarter Pilot Courses:

To prepare for the Winter quarter pilot courses, we developed advisement materials which EOP counselors used to identify students appropriate for Project LEAP courses and study group courses. Our EOP counselors deserve full credit for insuring that the students most in need of assistance enrolled in LEAP courses. In Year I, 73%% of the students who enrolled in Project LEAP courses were non-native English speakers, and 92% of our study group participants were non-native English speakers; Spanish was the predominant home language, followed by Chinese. In Year II, the pattern was similar with 78% of the Project LEAP students reporting a home language other than

English, and 96% of the study group students reporting a home language other than English: 61% Spanish, 17% Chinese, 13% Vietnamese, 4% French, and 4% German. In keeping with CSLA's practice of advising the most high risk students into study groups, 55% of LEAP study group course enrollment for the three years were special admission students, and 45% were "regular admission" students. (See Table 1). We purposefully did not exclude regular admission students from the LEAP study group courses because a purely homogeneous group of special admission students presents serious obstacles to successful group building and group operation. Furthermore, we felt that all of our students would benefit from our emphasis on improving academic literacy skills.

We would like to take a minute here to digress about another factor which influenced the mix of the students we actually served in Project LEAP. At the outset of Project LEAP, our goal was to provide support for immigrant and native born bilingual students, as well as international students, who possess quite different language profiles and learning needs. On the one hand, international students typically have very strong study skills and high literacy skills; on the other hand, they typically bring very poor oral/aural English language skills. With respect to early immigrant and native born bilingual students, on the one hand, they universally have excellent communication skills; on the other hand, they often have poor study skills and academic literacy skills. At the outset, we believed that both types of students would fare well together in the study group format, which focuses on both language development and literacy and study skills development. We believed that the strengths the international students brought to the study group would compliment the strengths the immigrant and bilingual native born students brought to the study group. In one LEAP course, Political Science 150 of Year II, we achieved enough student variety to give this mix a fair test; the results were "sparkling". Aside from favorable student performance results, the post final exam meeting of the study group overflowed with testimonials about the value of the rich multicultural exchange within the group. While group solidarity and appreciation is typical of all successful study groups, the tone of this exchange was especially moving in that global "strangers" became a global "family".

We wanted to do more of this mixing of international, immigrant and bilingual native born students, but in our attempts, we realized that we did not understand the composition of the CSLA international student population when we first proposed to FIPSE. Although 10% of all CSLA students are international students, virtually all of these are upper division students pursuing majors, rather than the LEAP target group, freshman and sophomore students pursuing general education courses.

Because we believe a mix of international and immigrant and native born bilingual students is a powerfully good one pedagogically, and because it offers opportunities for fostering global citizenry, we hope down the road to convince another institution which serves freshman and sophomore international students to attempt the mix, using a LEAP-like study group approach. Dr. Janet Tricamo is now Vice President for Students at Highline Community College, near Seattle, WA., an institution which is actively growing both its immigrant and native born bilingual student population as well as its international student population. This is one possible site for such a LEAP transport.

The Winter Quarter Pilot:

Each year during the Winter quarter pilot, the language enhanced general education courses were offered for the first time as were the concurrent study group courses.

Throughout Winter quarter, the course teams met weekly, and the Fall seminar group met a few weeks into the quarter and again at the end of the quarter to share their experiences.

The study group leader and language specialist attended all of the course lectures, so that during course team meetings, there could be a meaningful exchange about what faculty needed to emphasize in the lecture, and what study group leaders and language specialists needed to emphasize in the study group course to insure student success. This careful coordination insured that study group students received timely help with the current reading, writing and exam assignments as they unfolded in the course.

This closely coordinated team effort is a definite enhancement of the traditional supplemental instruction model, in which the SI leader also attends the course lecture, but usually has minimal interaction with the course instructor. We have concluded from our experience with both "regular" and "LEAP' study group courses, that close coordination between the faculty member and study group leader significantly improves the experience for faculty and staff, as well as the outcomes for high risk students.

The Spring Quarter Wrap Up:

In Spring quarter of Project LEAP's annual cycle, the course teams wrote up their pilot experience, describing the process by which they enhanced their courses, and documenting all of the language enhanced course and study group activities and exercises which they developed.

The team's contributions were edited by Dr. Snow into the annual Project Training Manual. The three Project LEAP Training Manuals will be mailed to FIPSE under separate cover. (The Year II and Year III will arrive at the same time this final report arrives; the Year I Manual is being reprinted, and will be mailed as soon as it is available.) An examination of the manuals gives a snapshot of the benefits of having three years to develop a "finished project". By comparing the format of the Year I manual with the format of the Years II and III manuals, one can see the evolution of the "course teams model". In the Year I manual, the contributions of individual project participants are predominate. In the Year II and Year III manuals, the contributions of individual team members are presented within the context of an overall course team design.

The three annual Project LEAP Training manuals have served several goals: (1) to "capture" the process by which course teams engaged in their work, and document the teams' products; (2) to guide other CSLA faculty and study group leaders preparing to teach the targeted courses; (3) to explain Project LEAP to faculty and staff audiences at CSLA and other institutions; (4) to provide Project LEAP 2 with a starting point for developing a generic "Best of" manual to further our project dissemination activities.

In our proposal to FIPSE, we promised an annual videotape, which would compliment the Training Manual, and which would be produced at the end of each grant year. The idea of producing an annual video seemed like a good, and simple, idea when we were writing the proposal. When it came time to produce our Year I video, however, we struggled mightily. Not only were we unsophisticated in the ways of video production, we did not yet have a well-developed enough Project point of view to communicate. We certainly had lots of enthusiasm for what we had begun, and we had more than

twelve hours of classroom and study group footage, but we had no unifying perspective to talk about what we had accomplished in Year I. In the end, we concluded that we needed more "incubation" time before we could produce a meaningful video. FIPSE graciously allowed us to renegotiate our agreement to produce one video at the end of the project, rather than the three annual videos we originally proposed.

In Winter, 1994, as we entered the "home stretch" of our three-year venture, we were finally able to write a meaningful video script. To frame our message, we used the six categories of language enhanced instruction presented earlier. We had hoped to use footage from actual LEAP lectures and study groups, and to this end, we have boxes of live footage, which we faithfully gathered during each Winter quarter pilot. In the end, we could not, despite considerable support from professional video producers, surmount the lighting and sound difficulties which the live footage approach entails. We considered staging and scripting classroom and study group scenarios, but we opted instead for a greater measure of genuineness by inviting LEAP faculty and students to describe on video their experiences with language enhanced instruction.

Another goal of Spring quarter was to analyze student language surveys, performance data, and satisfaction surveys the results of which are included in Section E, Evaluation/Project Results, which follows.

E. Evaluation/Project Results

In evaluating Project LEAP, we have asked ourselves a series of questions:

1. Did we accomplish all the tasks we proposed to FIPSE?

2. Did Project LEAP make a difference in student performance?

3. Did we influence discipline faculty to enhance their courses with language instruction?

4. Have we successfully institutionalized Project LEAP at CSLA?

5. Are Project LEAP results useful to other institutions facing similar challenges?

Did we accomplish all the tasks we proposed to FIPSE?

Our answer is a resounding YES, with a few qualifications. Over a three year period, we enhanced nine general education courses with language pedagogy to make them more accessible to language minority students, while maintaining and in many cases enhancing course rigor. We developed language-enhanced study group courses which were offered concurrently with the general education courses. We developed written and video records of our activities which will be used to support future faculty and staff development and project dissemination efforts.

The annual Project LEAP Training Manuals were evaluated by an outside evaluator, Dr. Michael Prochilo, a participant in another FIPSE supported supplemental instruction project at Salem State College. Dr. Prochilo's assignment was to evaluate the effectiveness of each manual in terms of its value as a "stand alone" training tool for faculty and study group leaders. Dr. Prochilo offered overall favorable evaluations

of the Year I and Year II manuals, transcripts of which are included in Appendix C. He has not as yet reviewed the Year III manual, as it is just "coming off the press", nor the project video, as it is being edited as this report is written; we will forward Dr. Prochilo's evaluations of these to FIPSE under separate cover at a later date. The insightful feedback Dr. Prochilo gave us about the format of the Year I manual guided us as we developed the Year II and Year III manuals.

Did Project LEAP make a difference in student performance?

Overall, Project LEAP succeeded in serving a very high risk student population, in term of home language background and entering skills, as described in Section D. In designing our project, we were interested in two measures of student performance: (1) the impact on student performance of the language enhancements faculty made in their courses; and (2) the impact on student performance of study group participation.

The Impact of Course Enhancements:

To measure the impact of the language enhancements which LEAP faculty integrated into their courses, we set out to compare the academic performance of all of the students who participated in LEAP general education courses with the academic performance of students who participated in "regular" general education courses. This was no easy task. For example, Dr. Wayne Alley, our Year I Biology 165 instructor, attempted a comparison between students enrolled in his Summer quarter (pre-LEAP) Biology 165 course, and students enrolled in his Winter quarter LEAP Biology 165 course. Dr. Alley was confident that the rigor of both of these sections was comparable; in the LEAP experiment, he had not changed course content, assignments, or testing procedures, but had "merely" added a significant number of language enhancements, such as peer editing groups, chapter study guides, student-generated exam questions, and improved use of the overhead projector during lectures.

Dr. Alley discovered that the average course grades of both sections of Biology 165 were comparable, 2.3 for the pre-LEAP course section, and 2.4 for the LEAP course section. This suggested to us that the LEAP enhancements which Dr. Alley made had no significant effect on student performance. However, our instincts told us that students attending CSLA in the Summer quarter were not typical CSLA students. CSLA's Summer quarter typically attracts greater numbers of older, more experienced students, many of whom attend other colleges during the academic year, and "pick up" courses in CSLA's summer quarter.

We looked a little closer at the entering student profile of each of the course sections, and discovered that the groups were indeed very different. The LEAP section had many more special admission students (42%), compared with the pre-LEAP section (18%). In the pre-LEAP section, 24% of the students were EOP students, and 42% were freshmen; whereas in the LEAP course section, 90% of the students were EOP students, and 90% were freshmen. In addition, the average SAT verbal scores of the pre-LEAP course section was 733, compared with 657 for the LEAP course section. Given that the LEAP students were decidedly more high risk and less experienced, the fact that they achieved grades comparable to the more experienced and prepared students suggests that the LEAP enhancements which Dr. Alley made did positively affect student performance.

Given this favorable outcome, we attempted to repeat this analysis by comparing the pre-LEAP and LEAP sections of two of our Year II LEAP faculty. Because these

faculty did not teach in the Summer quarter, when we compared pre-LEAP and LEAP entering student profiles and course grade averages, we found no significant differences in students' entering skills or in student performance. As a further complication, faculty had designed a LEAP course which was more rigorous than the pre-LEAP courses, in terms of substantially more demanding course reading and writing requirements.

Impact of the LEAP Study Group:

We were more successful with student performance comparisons of study group and non-study group participants. We compared the course grades which the 128 LEAP study group students earned in the target general education courses with the course grades of the 576 students who enrolled in the target courses but not in the LEAP study groups. This comparison allowed us to measure the effectiveness of study group intervention in improving student performance.

Complicating this task was the fact that in all of the LEAP enhanced general education courses, there was an overrepresentation of high risk students, because EOP counselors were eager to advise their students into courses taught by LEAP faculty willing to assume greater responsibility for student success. Because high risk students are overrepresented in the LEAP general education courses, differences between the study group and non-study sub-group students are not as striking as they might be in a more typical college course, such as Dr. Alley's pre-LEAP course. Nevertheless, there were differences between the two groups, both in terms of students entering skills deficiencies, and grades earned in the target courses.

Table 1 shows the differences in skill deficiencies between non-study group students and study group students, namely, for all nine LEAP courses, 38% of non-study group students were special admission students and 55% of study group students were special admission students. Table 2 shows the grades earned by non-study group participants and study group participants in the targeted courses. In six of the nine courses, study group participants received a smaller percentage of the unsatisfactory course grades (D,F,W,U,I), than the non-study group students. This is remarkable because the study group students, given their entering profile, would have been expected to receive a greater percentage of the unsatisfactory grades.

In the nine LEAP courses, study group participants earned an overall course grade point average of 2.64, while non-study group students earned an overall course grade point average of 2.56. Further, when we look at LEAP study group student performance on a course by course basis, we find that in six of the nine courses, the course grade point average of the study group students was equal to or higher than that of the non-study group students. Finally, the Winter to Fall persistence rate of both study group and non-study group students was comparable. (See Table 3 for a more complete picture).

We are encouraged by the results of these analyses of student performance, which demonstrate that LEAP study group students, despite being a more high risk group, achieved course grades which equalled or surpassed the grades of the non-study group students, and persisted in numbers similar to the non-study group students.

Impact of LEAP Instruction on Improving Students' Summary Writing Skills:

A major thrust of the language instruction in the Project LEAP study groups involved the teaching of summary writing. (See the Year III manual for a series of instructional materials used over the course of the quarter to teach students this key academic skill). We were interested in investigating whether students had, in fact, improved in their abilities to write effective summaries as a result of the focused instruction which they received. The pilot study was conducted with 25 students who enrolled in the Political Science 150 LEAP course in Winter, 1993. During the first week of the quarter all students (both those enrolled in the study group course and those enrolled only in the general education course) were asked to write a one page summary of Chapter 1 of their Political Science textbook, "What Should We Know about American Government?" This activity was then repeated during Week 10 of the quarter, with students summarizing the same chapter and following the same instructions.

Ann Snow, Lia Kahmi-Stein, and research assistant Ann Dwyer developed a holistic rating scale modeled after the scale developed by the Educational Testing Service for use with the Test of Written English. After several revisions, the scale was considered acceptable and two raters were trained in its use. The sets of pre- and post- summaries were photocopied, assigned numbers, and randomly shuffled so that the raters did not know which group's summaries they were rating. Results revealed some interesting patterns in summary skill writing. For example, Project LEAP students improved in terms of the number of main ideas they included in their post-summaries. In addition, the post-summarization task revealed improvement in the overall quality of the summaries written by Project LEAP students.

There were, however, several problems which arose with the holistic scale used in the pilot study. For one, the inter-rater reliability computed for the two raters was .50, indicating that the raters could not agree as often as half of the time on the assignment of a score (1-6) to the pre- and post-summaries. What affected the inter-rater reliability, we concluded, was not the scale itself, but the limited training in the use of the scale received by one of the raters. When two other raters trained in the use of the scale scored a subset of the Political Science summaries as practice for a more comprehensive study which will be described below, inter-rater reliability was a highly respectable .91. Another challenge of the pilot study was differentiating between the students' control over language in the summaries and their ability to correctly summarize the relevant content information. Subsequent training in the use of the scale emphasized priority to the content included in the student summaries.

In Winter, 1994, a more comprehensive study was conducted to examine the effect of instruction on the summarization skills of three groups of LEAP students. The experimental group consisted of 20 high risk, "special admission" Project LEAP study group students, native Spanish speakers enrolled in one of the three LEAP courses, Health Science 150, Cultural Anthropology 250, or Animal Biology 155, and also enrolled in the concurrent LEAP study group course. As part of the study group experience, these students received summarization strategy instruction for a period of eight hours. The second group of students, control group 1, consisted of 20 high risk, "special admission" Project LEAP students, native Spanish students enrolled in the same courses, but not concurrently enrolled in the LEAP study group courses. The third group consisted of 10 "college ready" regular admission students, native Spanish speakers enrolled in these courses and not enrolled in the study group course, all of whom had already completed a college-level English composition course. Like the students in control group 1, control group 2 students did not receive summarization strategy instruction.

Table 1, below, shows the means and standard deviations for holistic scores of the three groups on the pre- and post- intervention summarization task.

Table 1

Means and Standard Deviations for the Holistic Scores on the Pre- and Post-Intervention Summaries

	Pre-Test		Post-Test	
	M	SD	M	SD
Experimental Group	7.60	2.06	12.05	2.82
Control Group 1	7.45	2.16	7.95	2.56
Control Group 2	9.30	2.21	8.90	1.60

An analysis of covariance, which tested whether or not there were differences among the three groups on the summarization task, as indicated by the holistic scores, indicated that there were significant differences between the experimental group and control groups 1 and 2 ($p = .000$). Post-hoc ANCOVA tests between the experimental group and control group 1, and between control group 2 and the experimental group showed that there were significant differences for the experimental group and control group 1 ($p = .000$), and, surprisingly, between the experimental group and control group 2 ($p = .007$).

Table 2 shows the means and standard deviations for the number of main ideas on the pre- and post-intervention summarization task.

Table 2

Means and Standard Deviations for Number of Main Ideas on the Pre- and Post-Intervention Summary Protocols

	Pre-Test		Post-Test	
	M	SD	M	SD
Experimental Group	1.55	1.99	3.75	2.00
Control Group 1	1.60	1.57	1.90	1.45
Control Group 2	2.80	1.99	2.70	1.71

An analysis of covariance, which tested whether or not there were differences among the three groups on the summarization task, as indicated by the number of main ideas included in the summaries, indicated that there were significant differences between the experimental group and control groups 1 and 2 ($p = .003$). Post-hoc ANCOVA tests between the experimental group and control group 1, and between control group 2 and the experimental group show that there were significant differences for the experimental group and control group 1 ($p = .002$), but not for the experimental group and control group 2.

An unexpected result of this study was the finding that the holistic quality of the summaries written by Project LEAP students revealed statistical differences with college-ready students. The summaries written by Project LEAP students, all of whom had not yet taken the required college-level English composition course, were better in terms of holistic quality than the summaries of college-ready students who had already completed the college-level English composition requirement. These results suggest that all students, regardless of entering skills, can benefit from content-based summary writing instruction.

Student Satisfaction with the Project LEAP courses:

At the conclusion of each grant year, LEAP study group students were asked to evaluate the LEAP experience. Uniformly, students appreciated the assistance they received with the reading and writing assignments of the courses, skills which we focused on extensively. While some of the students mentioned the additional work required in the LEAP courses and study groups, none saw this as an obstacle to their success; 100% of our student participants said they would recommend LEAP courses to their friends.

Did Project LEAP influence faculty in enhancing their courses with language instruction?

Unequivocally, YES! In keeping with the old saying, "The proof is in the pudding", we invite the reader to examine the three annual Project LEAP Training Manuals which document the accomplishments of the discipline faculty who worked to integrate language instruction into their content courses. Each course "case study" describes the language enhancement activities and exercises which faculty built into their courses. Several of the case studies also offer rich, personal discussions of the process of experimentation through which faculty created language enhanced versions of the original courses.

In order to assess the impact of Project LEAP on faculty values and behaviors, we have developed a pre- and post project teacher protocol analysis, modeled after the protocol methodology used at Robert Morris College (Penrose, 1986). Prior to the beginning of each Fall Seminar, participating faculty were interviewed by Dr. Snow and asked to "think aloud" about their efforts to teach language minority students. Following their year-long LEAP experience, participating faculty were interviewed again. In all, 18 pre- and post-LEAP interviews were conducted with the nine participating Project LEAP faculty. These interviews have been transcribed and are now ready for analysis. Results of the teacher protocol analysis will be presented at a colloquium organized by Dr. Snow at the March, 1995 meeting of the American Association of Applied

Linguistics to be held in Long Beach, California. These results will be reported in the Year 1 Report of Project LEAP 2, the new FIPSE dissemination grant.

Have we successfully institutionalized Project LEAP at CSLA?

Project LEAP has been successfully institutionalized at CSLA, albeit not in the form originally proposed to FIPSE. In the following section, we will describe the process by which Project LEAP has been institutionalized (1) in the general education curriculum, and (2) in the Study Group Program.

Institutionalizing Project LEAP in the General Education Curriculum:

We originally envisioned institutionalizing LEAP's language enhanced general education courses through an on-going schedule of LEAP general education courses, housed in the sponsoring departments, and taught by the original LEAP faculty, and other departmental colleagues whom they would "mentor". To accomplish this goal, we proposed a "Course Steering Committee" for each LEAP course, composed of the Dean of Undergraduate Studies, the department chair, and/or departmental curriculum chair, the LEAP faculty member, and the Project Co-Directors. The task of these steering committees as described in the original proposal, was to shepherd through the curriculum approval process any new course proposals developed through Project LEAP, and to advocate for an on-going departmental schedule of LEAP courses.

Because no new courses were developed through Project LEAP, (the course enhancements proposed by participating faculty fit easily into the parameters of the existing courses), no formal curriculum approval processes were necessary. All of the faculty trained through Project LEAP, except one who left the University to work at another institution, continue to teach their enhanced courses on a regular basis, and have also incorporated LEAP techniques into the other courses they teach. Several LEAP faculty serve as mentors to other faculty in their departments, through informal as well as formalized relationships within departments, and through on-going project dissemination activities, as we will describe below. This momentum to institutionalize Project LEAP at CSLA has made moot the need for course steering committees, as originally proposed.

While we have not achieved our initial vision of a quarterly schedule of general education courses labeled "LEAP" courses which would be easily identifiable by students and advisors, what we <u>have</u> achieved is either "almost as good" or "better than we hoped", depending on one's perspective. In the "almost as good" column, high risk language minority students continue to be advised by their EOP counselors into the courses taught by LEAP-trained faculty. The only downside is that there is no Schedule of Classes designation which would readily inform other advisors and attract other language minority students into these language enhanced courses. In the "better than we had hoped" column is the fact that LEAP course enhancements exist not as "special courses" but as "good instruction" in a variety of CSLA courses, benefiting all CSLA students, including high risk language minority students.

With the assistance of a CSLA Innovative Instruction Award, a second generation of LEAP-trained faculty was developed at CSLA. In Spring, 1994, ten discipline faculty who had expressed interest in Project LEAP participated in an abbreviated LEAP seminar led by Dr. Snow. They each developed a "mini-project" to enhance an aspect of one of their courses. An experienced LEAP faculty member from the original project mentored them in this process. We were gratified in examining the outcomes of

this project; despite participating in an abbreviated faculty development experience, our second-generation LEAP faculty "got it"! With comparatively little direction, some peer support from an experienced faculty mentor, and the use of the LEAP Training Manuals for reference, they were able to make impactful changes in their courses. This assures us that the dissemination model proposed in Project LEAP 2, has an excellent chance of succeeding both at CSLA and at other institutions. As a part of Project LEAP 2, Dr. Snow will engage yet another group of CSLA faculty in similar faculty development activities, with experienced LEAP faculty serving as mentor/trainers, and a "Best Of" Project LEAP manual serving as a reference guide. Following this experience at CSLA, Dr. Snow will adapt the faculty development model at other institutions with similar student populations.

Faculty interest in Project LEAP at CSLA is high, with faculty from a variety of disciplines eager to join the bandwagon. Several faculty new to CSLA were included in the Spring 1994 project, and both new and experienced CSLA faculty will participate in Project LEAP 2. This model of "institutionalization through permeation" results in Project LEAP influencing an expanding number of CSLA faculty, who, when sensitized to the needs of language minority students, teach all of their courses in an improved way. Given the diversity of our student body and our institutional commitment to educational equity for all students, we conclude that we have achieved a "better than we had hoped" institutionalization outcome.

Institutionalizing Project LEAP in the CSLA Study Group Program

As with the LEAP general education courses, we had originally envisioned at project's end, an on-going quarterly schedule of LEAP study group courses offered along side of our "regular" study groups. The readiness of the CSLA Study Group Program to incorporate LEAP strategies into all CSLA study groups, as described earlier in Section D, enabled us to insure even fuller institutionalization of Project LEAP within the Study Group Program than we originally conceived.

We would like to describe the process by which Project LEAP activities became a permanent part of the pedagogy of all CSLA study groups. At the end of Year I, we enlisted the support of Anthony Bernier, an outstanding Year I LEAP study group leader, who led a discussion during a regular Study Group Program staff meeting about what the three LEAP study group leaders had experienced in their Winter quarter LEAP experiment. This presentation was well timed, because the Study Group Program was then deeply involved in a process of codifying its philosophy, working principles, and procedures in order to standardize the study group experience for staff and students. The products of this self-study and program development process, in which LEAP study group leaders played a central role, are documented in the Year II Project LEAP Training Manual.

Two exercises stand out as the most interesting of the materials developed by the study group leaders, (1) Reading from the Outside-In, an approach to textbook reading which encourages students to discover the thesis of the material before attempting the details; and (2) RPM-LADE, a simplified approach to teaching critical thinking skills, described on pages 6-11 in the Year II Manual. RPM refers to the sequence of tasks each study group accomplishes during a typical meeting of the study group--Recall, Present Material, and Miscellaneous skills development. LADE (List, Arrange, Discuss and Evaluate), represents the steps one takes to organize and synthesize dense academic material, such as a lecture or textbook chapter. These exercises empower inexperienced students to tackle difficult tasks through simplified steps. Study group

students first practice skills during study group time, and then are able to use them independently to accomplish similar complex tasks.

Because of the success of the study group leaders in influencing the direction of the Study Group Program, during the next two years we made this a job expectation for all LEAP study group leaders. Not only were they asked to contribute as a member of a LEAP course team, they were also expected to bring back to the "regular" Study Group Program a handful of LEAP exercises/materials which we believed could and should become part of the pedagogy of a language enhanced Study Group Program.

Are Project LEAP results useful to institutions facing similar challenges?

To answer this question, we would like to first describe our project dissemination activities to date, and then discuss a possible role the Project LEAP experience can play at other institutions.

From the very beginning, Project LEAP has had a very active project dissemination profile, as described below:

Year I Dissemination Activities:

1. Dr. Snow, Dr. Tricamo, Dr. Carole Srole, History 202 LEAP instructor, Dr. Gloria Romero, Psychology 150 LEAP instructor, Lia Kahmi-Stein, Project LEAP language specialist, and Carolina Espinoza, Project LEAP study group leader presented at the California State University Institute for Teaching and Learning Conference, attended by faculty from twenty CSU campuses, in Los Angeles, California, February, 1992.

2. Dr. Tricamo, Dr. Snow and Steve Teixeira, Study Group Program Coordinator, presented at the College Reading and Learning Association Conference, San Francisco, April, 1992.

3. After a short description of Project LEAP appeared in the National Clearinghouse for Bilingual Education Forum, we dialogued with staff of the American Association of Education in Washington D.C. and Essex County College in Newark, New Jersey concerning Project LEAP.

4. At the suggestion of FIPSE program officers, Richard Blakely of the University of Rhode Island and Dr. Phyllis Kuehn, from CSU, Fresno, consulted with Dr. Snow and Dr. Tricamo concerning their proposals to FIPSE, which were both eventually funded. In Fall, 1993, Dr. Snow, Dr. Tricamo, Dr. Kuehn, and Mr. Blakely jointly presented at the annual FIPSE Project Directors' Meeting, Washington D.C.

5. Dr. Snow conducted a series of CSLA faculty development workshops attended by faculty from all of the departments in the School of Health and Human Services, in response to a request from the School Dean.

Year II Dissemination Activities:

1. Dr. Snow, Dr. Tricamo, Lia Kahmi-Stein, Dr. Srole, and Anthony Bernier, History 202 study group leader, made two presentations to CSLA faculty through a faculty development workshop series sponsored by the CSLA Center for Effective Teaching, Fall, 1992.

2. Dr. Snow presented a three-hour workshop for CSLA Psychology graduate students and Psychology 150 instructors, Fall, 1992.

3. Dr. Snow, Dr. Tricamo and Lia Kahmi-Stein presented at the annual conference of NAME, the National Association for Multicultural Education, Los Angeles, February, 1993.

4. Dr. Snow, Dr. Koch, Project LEAP Political Science 150 instructor, and Lia Kahmi-Stein presented at the California Association of Teachers of English to Speakers of Other Languages (CATESOL), Monterey, California, Spring, 1993.

5. Dr. Snow gave a highlighted keynote presentation at the same CATESOL Conference.

6. Dr. Snow and Lia Kahmi-Stein presented at the annual conference of Teachers of English to Speakers of Other Languages (TESOL), April, 1993.

7. Dr. Snow made two additional colloquium presentations during this TESOL Conference, one entitled "The Nature of Academic Literacy: Approaches to Research and Pedagogy", and the other, a panel of FIPSE Project Directors, entitled "Designing Successful Grant Proposals: Examples from FIPSE." Sandra Newkirk, FIPSE program officer, participated as a presenter in this colloquium.

8. Dr. Srole and Anthony Bernier presented at the International Critical Thinking Conference, Sonoma, California, 1992.

9. Dr. Srole and Anthony Bernier presented at the Organization of American Historians Conference, Anaheim, California, April, 1993.

Year III Dissemination Activities:

1. Dr. Gust Yep, Project LEAP Speech 150 instructor, presented at the Annual Meeting of the Speech Communication Association Convention, Miami, Florida, November, 1993.

2. Dr. Yep and John Morrison, Speech 150 study group leader, presented at the Speech Communication Association Convention, Miami Beach, Florida, November, 1993.

3. Dr. Tricamo and Steve Teixeira presented at the Annual Conference of the Association for California College Tutorial and Learning Assistance, Sacramento, California, November, 1993.

4. Dr. Geri-Ann Galanti, Project LEAP Anthropology 250 instructor, presented at the American Anthropological Association annual meeting, Atlanta, Georgia, Nov.-Dec., 1993.

5. Dr. Snow presented at the NABE '94 Conference, Los Angeles, California, February, 1994.

6. Dr. Tricamo and Dr. Koch presented at the Lilly West Conference on College Teaching, Lake Arrowhead, California, March, 1994.

7. Dr. Snow, Dr. Srole, Dr. Koch, Lia Kahmi-Stein, and Heather Robertson, Project LEAP language specialist, presented at the Symposium on University Teaching, Pomona, California, February, 1994.

8. Dr. Snow presented at the annual TESOL Conference, Baltimore, Maryland, March, 1994.

9. Dr. Tricamo and Steve Teixeira presented at the Annual College Reading and Learning Association Conference, San Diego, California, 1994.

10. Dr. Snow, Lia Kahmi-Stein and Alan Stein, CSLA Librarian, presented at the TESOL Conference, San Diego, California, April, 1994.

11. Dr. Snow gave a featured talk at the annual CATESOL Conference, San Diego, California, April, 1994.

12. Dr. Snow and Dr. Tricamo presented at a CSLA workshop sponsored by the Center for Effective Teaching, May, 1994.

13. Dr. Behjat Sharif, Project LEAP Health Science 150 instructor, presented at the Midyear Scientific Conference of the Society of Public Health Education, Raleigh, North Carolina, July, 1994.

Publications:

M.A. Snow (1994). "Collaboration Across Disciplines in Postsecondary Education: Attitudinal Challenges." CATESOL Journal, Volume 7, Number 1, Spring, 1994. (See Appendix D).

Rosenthal, J.W. (in press). Teaching Science to Language Minority Students. Clevedon, England: Multilingual Matters Ltd. This book contains a description of Project LEAP.

Stein, A.P. (1994). Improving the Partnership Guide. California State University, Los Angeles University Library. (Guidebook developed to familiarize faculty with ways to incorporate library research into their courses; uses library research activities developed for Project LEAP's Political Science 150 course as a successful example.

Future Dissemination Activities: (besides many activities planned for Project LEAP 2)

A. Stein, M.A. Snow, L. Kahmi-Stein. California Library Association, Anaheim, California. "A Scaffolding Approach to Library Research: The Project LEAP Experience". November, 1994.

Geri-Ann Galanti. American Anthropological Association, Atlanta, Georgia. "Teaching Anthropology as a Foreign Culture." (describes Project LEAP Anthropology 250 course enhancements). November, 1994.

Ann Snow. Mission College, Santa Clara, California. "Project LEAP: Teaching Academic Literacy Skills", January, 1995.

This listing of conference presentations and workshops is remarkable because it includes many cross-discipline presenter teams, a strategy we encouraged because it modeled Project LEAP's principle of peer partners. In addition, the list includes presentations by eight of the nine LEAP faculty to their discipline colleagues at various regional and national meetings.

Four hundred fifty copies of the Year I and Year II Training Manuals have been distributed to interested faculty and staff at CSLA and many other institutions. Practitioners from institutions across the country are on the Project LEAP mailing list. To accommodate continuing interest in Project LEAP, the Year I and Year II Training Manuals are presently being reprinted. Three hundred copies of the Year III Manual have just been delivered. These materials will be used in the on-going dissemination activities of Project LEAP 2.

We believe Project LEAP and Project LEAP 2 will be useful to other institutions seeking to serve growing numbers of high risk students. Individual faculty from other institutions can use the materials contained in the LEAP manuals to re-think their courses. Supplemental instruction staff can likewise find useful materials in the manuals which they can incorporate into their study groups. Institutions seeking a more ambitious approach to pedagogical reform may find in Project LEAP's model of Academic Affairs/Student Services collaboration an approach which they might wish to adapt to their own setting. While the appraoch we took at CSLA fit our unique institution and the needs of our students as we saw them, we believe that some of the guiding values of our project, such as partnerships, student empowerment, and scaffolding are inherently valuable to all institutions seeking to improve the success of high risk students. We look forward to exploring these possibilities in Project LEAP 2.

F. Summary and Conclusions

Through this three-year FIPSE-supported project, we have demonstrated that discipline faculty can and should enhance instruction for language minority students. We have also demonstrated that peer study group leaders can and should include language pedagogy as a part of study group instruction. We have demonstrated that all students, not only language minority students, benefit from language enhanced instruction. Perhaps most importantly, we have demonstrated that high risk, underprepared students can succeed in rigorous higher education study when provided with adequate instructional support from faculty and student services staff working as partners to insure student success.

Advice to Other Practitioners:

Some of the advice we would offer to practitioners interested in adapting the Project LEAP experience is interspersed in the sections of this report. In short, we would encourage practitioners to (1) promote a "peer partners" faculty/student services

collaboration model; (2) give faculty and staff charged with the task of curriculum reform adequate time, resources, and freedom to experiment; (3) small numbers of participants in a tightly managed project can accomplish "in depth" work without compromising the comprehensiveness or transferability of the outcomes; (4) work from the "outside in" or from the "bottom up", ie. enhance specific courses taught by particular faculty and study group leaders, and use this experience to generalize to other courses and settings; (5) maintain, and preferably increase the academic rigor of the courses you enhance. This allows students to learn meaningful skills which they can transfer to other courses, as well as provides faculty and study group leaders with rich and challenging teaching opportunities; (6) resist the temptation to carbon copy the Project LEAP model; involve faculty and staff from the beginning in designing an approach appropriate to the particular institution, and empower them to define "the problem" and how they will address it; (7) when well-trained upper-division and graduate student peer study group leaders are not available, consider inviting developmental studies faculty to serve as adjunct language course instructors.

Notes to FIPSE:

From our very first Fall Project Directors' Meeting in Washington, D.C., when we attended an orientation session for new project directors, we were impressed by FIPSE's commitment to experimentation and "unanticipated outcomes." This flexible attitude encouraged us to be bold in approaching our work. At many times during the course of the project, faculty, study group leaders and language specialists expressed appreciation for the permission to experiment and make mistakes which FIPSE provided.

As project directors, we were grateful for the on-going input of our FIPSE Program Officers, and FIPSE's flexibility in allowing us to renegotiate the videotape portion of our commitment. A turning point for our project was the site visit of Dr. Charles Storey in Year II. Chip's appreciation for the CSLA campus and for Project LEAP was a boost for all of us. Chip asked a question which continues to intrigue us: Why are male students underrepresented in study groups? We believe this is a question "whose time as come". While CSLA, like institutions nationwide, reaps the rewards of our efforts to provide greater equity to female students, are we creating a new high risk group, namely male students, and particularly male students of color. Why are their numbers decreasing? Why is their retention profile so discouraging? Why is it difficult to attract male students into the advising and academic support services which we believe could help them succeed? Are we "packaging" our recruitment and retention services in ways which discourage, rather than encourage male students? Dr. Gust Yep, Project LEAP Speech 150 instructor, is at this time analyzing data from a research project he conducted with CSLA's male students in response to Dr. Storey's question.

In addition to the support provided by FIPSE staff, we have appreciated FIPSE's financial support, without which, it is an understatement to say, we would not have been able to achieve our ambitious project objectives. From our past experiences with faculty development activities and Student Affairs/Academic Affairs collaboration activities, we know that most fall short of their mark because participants "just don't have the time." Not once in Project LEAP did we have to deal with this common lament. Our faculty, study group leaders, and language specialists received modest, albeit adequate compensation for their efforts, and because of this, they were always on board and ready to "go the extra mile" for the project. Adequate compensation for project participation seems like an obvious maxim to insure successful outcomes. Why do we so often undertake substantive and worthwhile projects without providing faculty and staff with adequate time and resources? Thank you, FIPSE, for the financial support which allowed us to conceive a substantive and worthwhile project, and bring it to full fruition.

Finally, Project LEAP benefited not only from adequate funding, but from FIPSE funding in particular. The FIPSE mystique opened doors which we may have had to otherwise pry open! As individuals associated with a successful FIPSE project, we have gained personally and professionally. California State University, Los Angeles, an institution of unique challenges and opportunities, has likewise benefited substantially from our association with FIPSE.

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Appendix A

Table 1

Basis for Admission
(Three Courses Combined)
Year I

	Study Group n	%	Non-Study Group n	%
Regular Admission	12	29%	52	37%
Special Admission	30	71%	88	63%
Total	42		140	

Year II

	Study Group n	%	Non-Study Group n	%
Regular Admission	27	59%	136	75%
Special Admission	19	41%	46	25%
Total	46		182	

Year III

	Study Group n	%	Non-Study Group n	%
Regular Admission	19	48%	91	72%
Special Admission	21	52%	35	28%
Total	40		126	

Years I - III Combined

	Study Group n	%	Non-Study Group n	%
Regular Admission	58	45%	279	62%
Special Admission	70	55%	169	38%
Total	128		448	

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Table 2

Grade Distribution
(Three Courses Combined)

Year I

Grade	Study Group n	%	Non-Study Group n	%
A	6	13%	23	10%
B	21	47%	52	21%
C	13	29%	108	44%
D	3	7%	28	11%
F	0		8	3%
Other*	2	4%	27	11%
Total	45		246	

Year II

Grade	Study Group n	%	Non-Study Group n	%
A	17	37%	75	42%
B	6	13%	52	29%
C	11	24%	26	15%
D	9	20%	10	6%
F	1	2%	5	3%
Other*	2	4%	9	5%
Total	46		177	

Year III

Grade	Study Group n	%	Non-Study Group n	%
A	8	20%	24	19%
B	15	37%	26	21%
C	12	30%	54	43%
D	2	5%	10	8%
F	0		3	2%
Other*	3	8%	8	6%
Total	40		125	

* Includes Withdrawal, No grade, No credit, Incomplete, Unauthorized Incomplete

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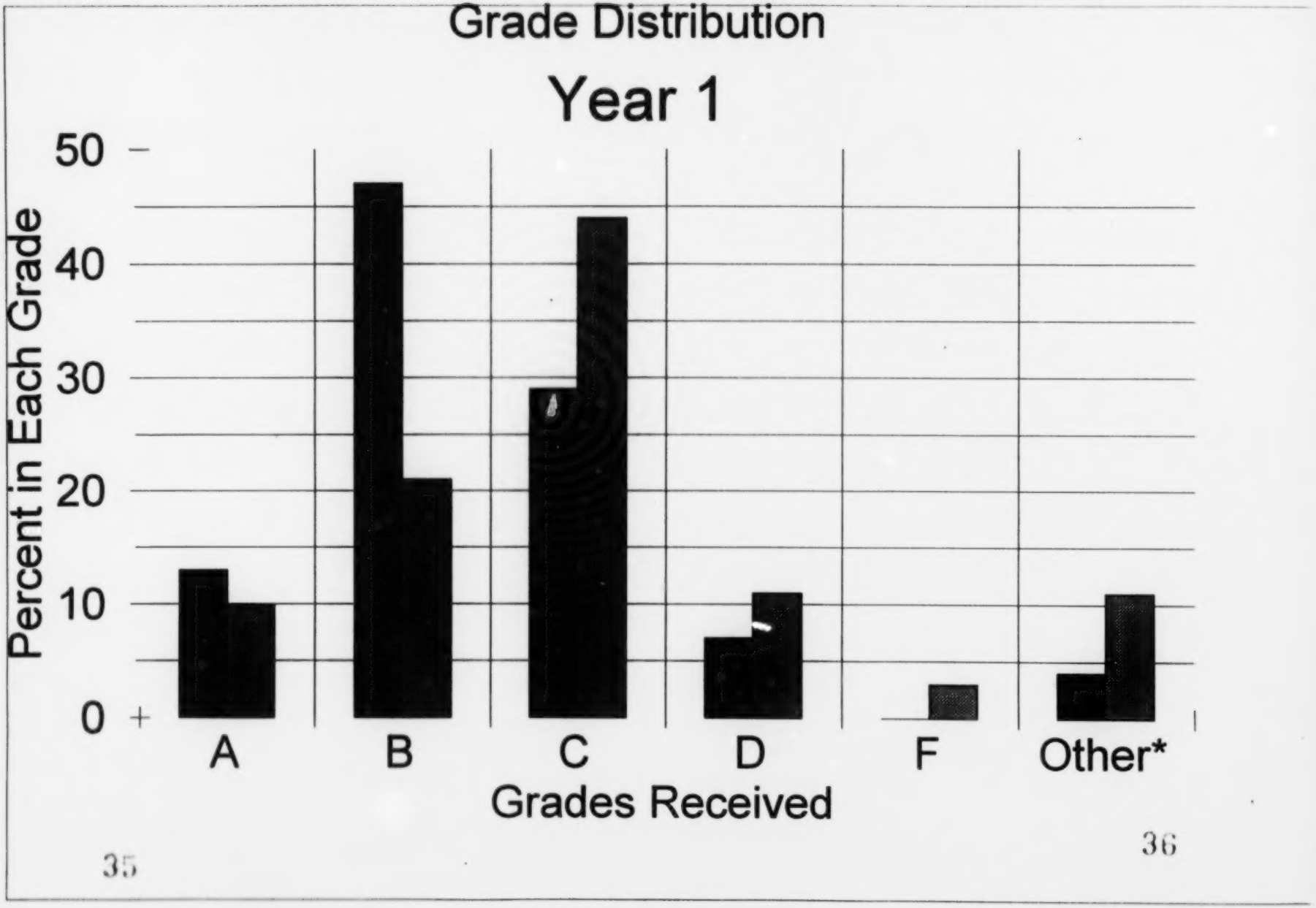

Grade Distribution
Year 1
Percent in Each Grade
50
40
30
20
10
0
A
B
C
D
F
Other*
Grades Received

Table 3

Continuous Enrollment
One Year Later
(Three Courses Combined)

Year II

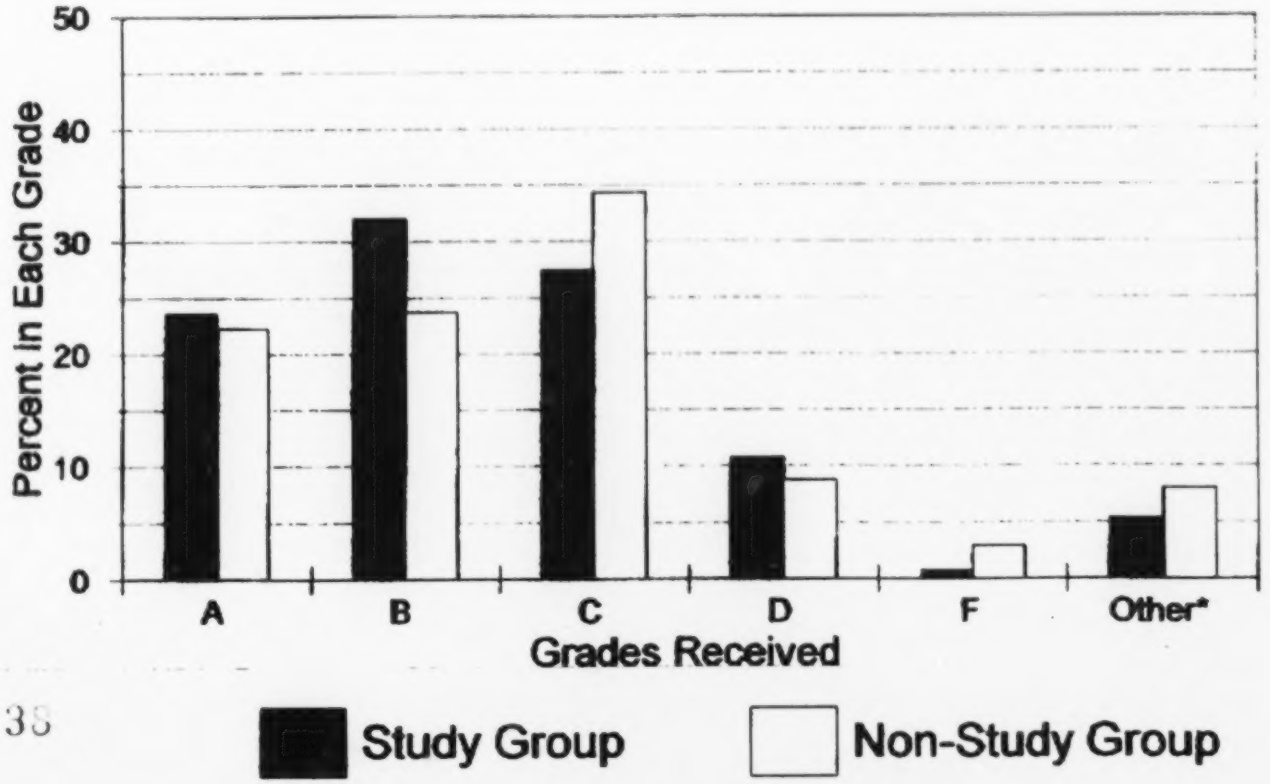
	Study Group		Non-Study Group	
	n	%	n	%
Enrolled	35	76%	138	76%
Not Enrolled	11	24%	44	24%
Total	**46**		**182**	

Year III

	Study Group		Non-Study Group	
	n	%	n	%
Enrolled	40	100%	126	100%
Not Enrolled	0		0	
Total	**40**		**126**	

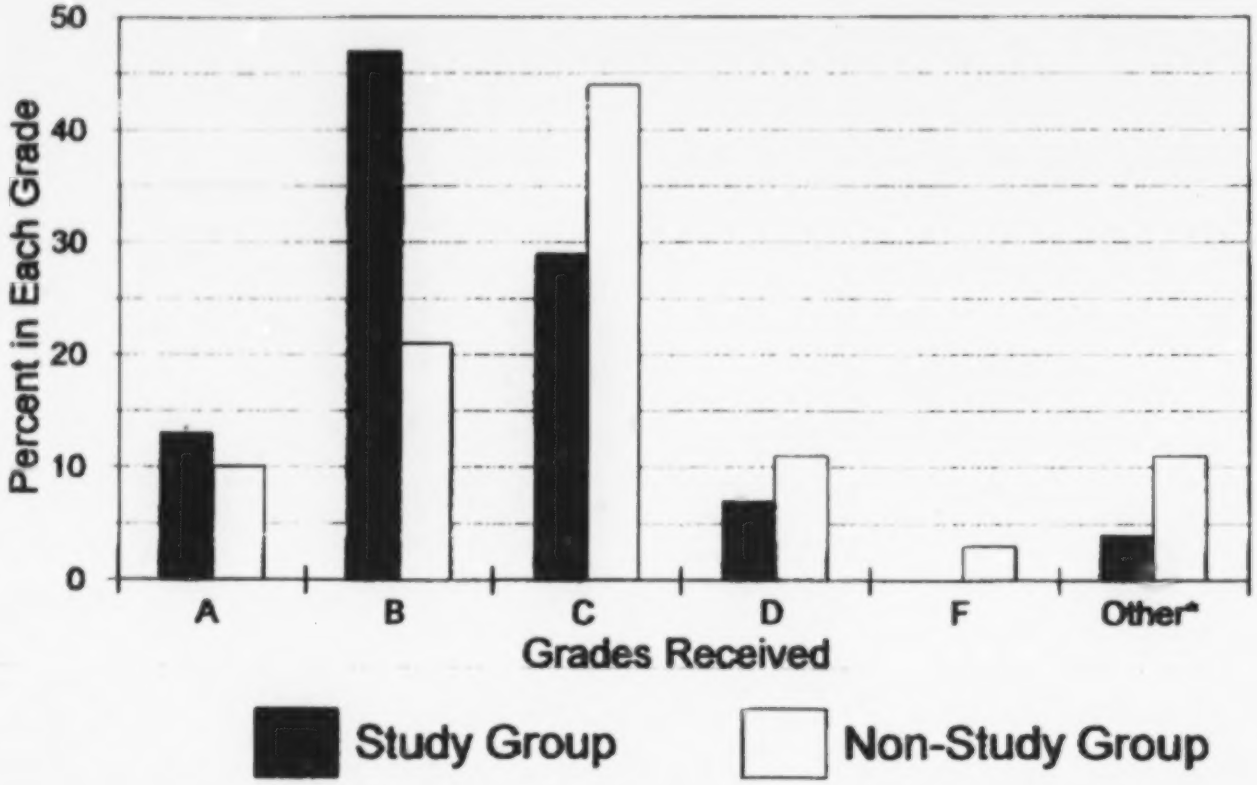
Grade Distribution

Years I - III Combined



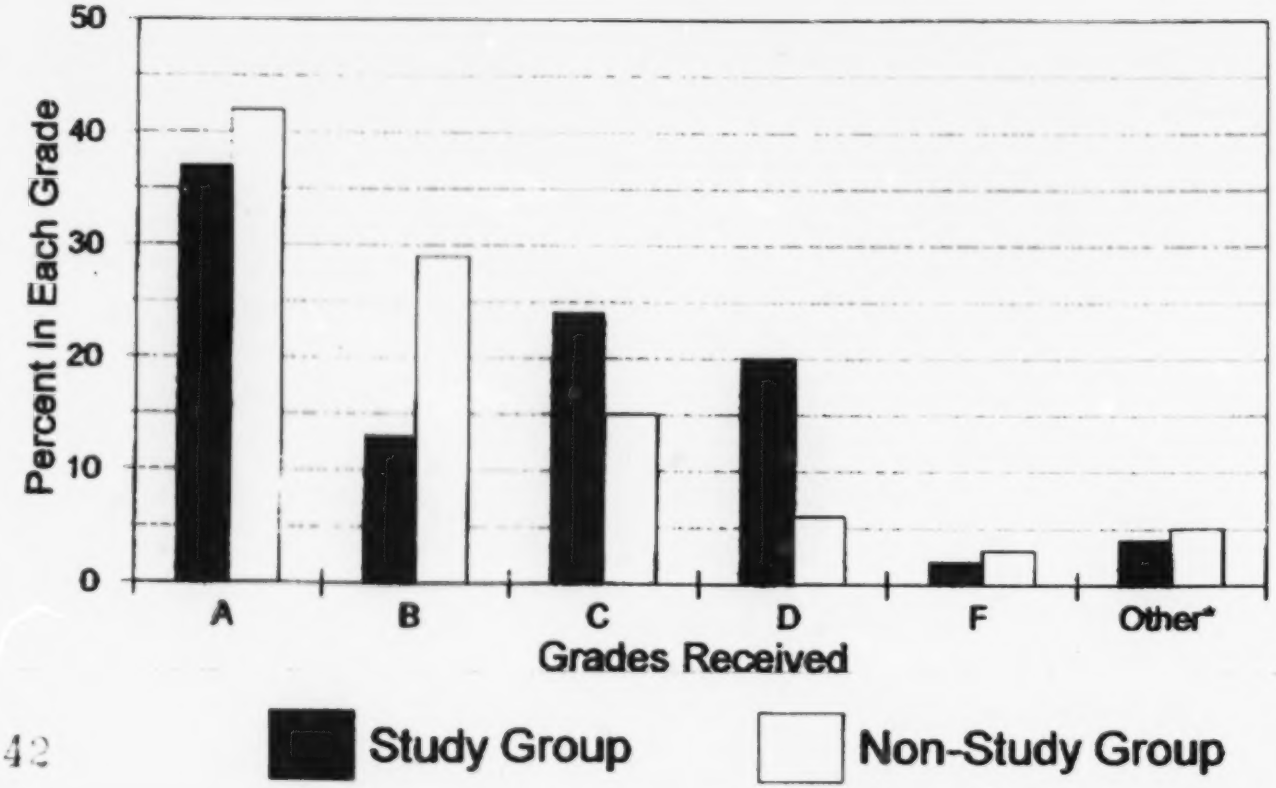
Grade Distribution

Year I



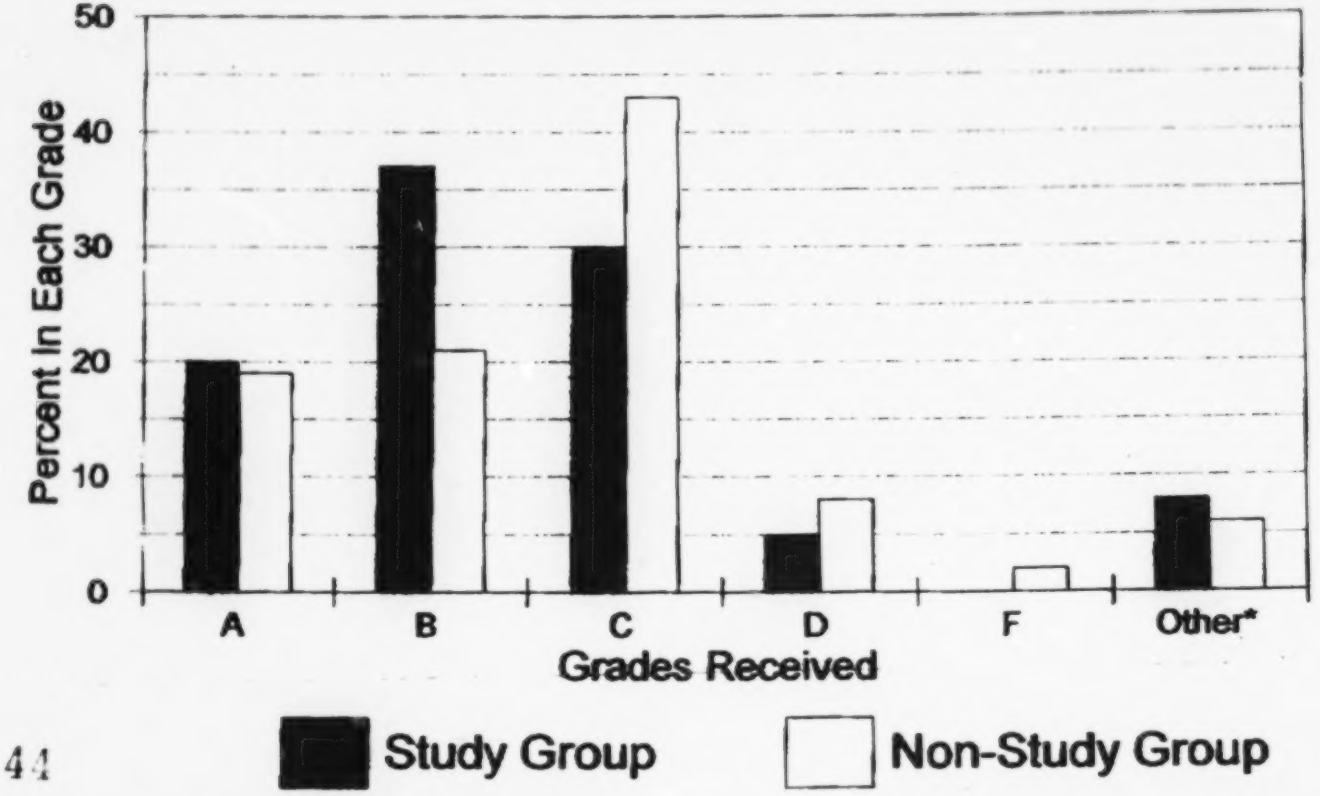
Grade Distribution

Year II

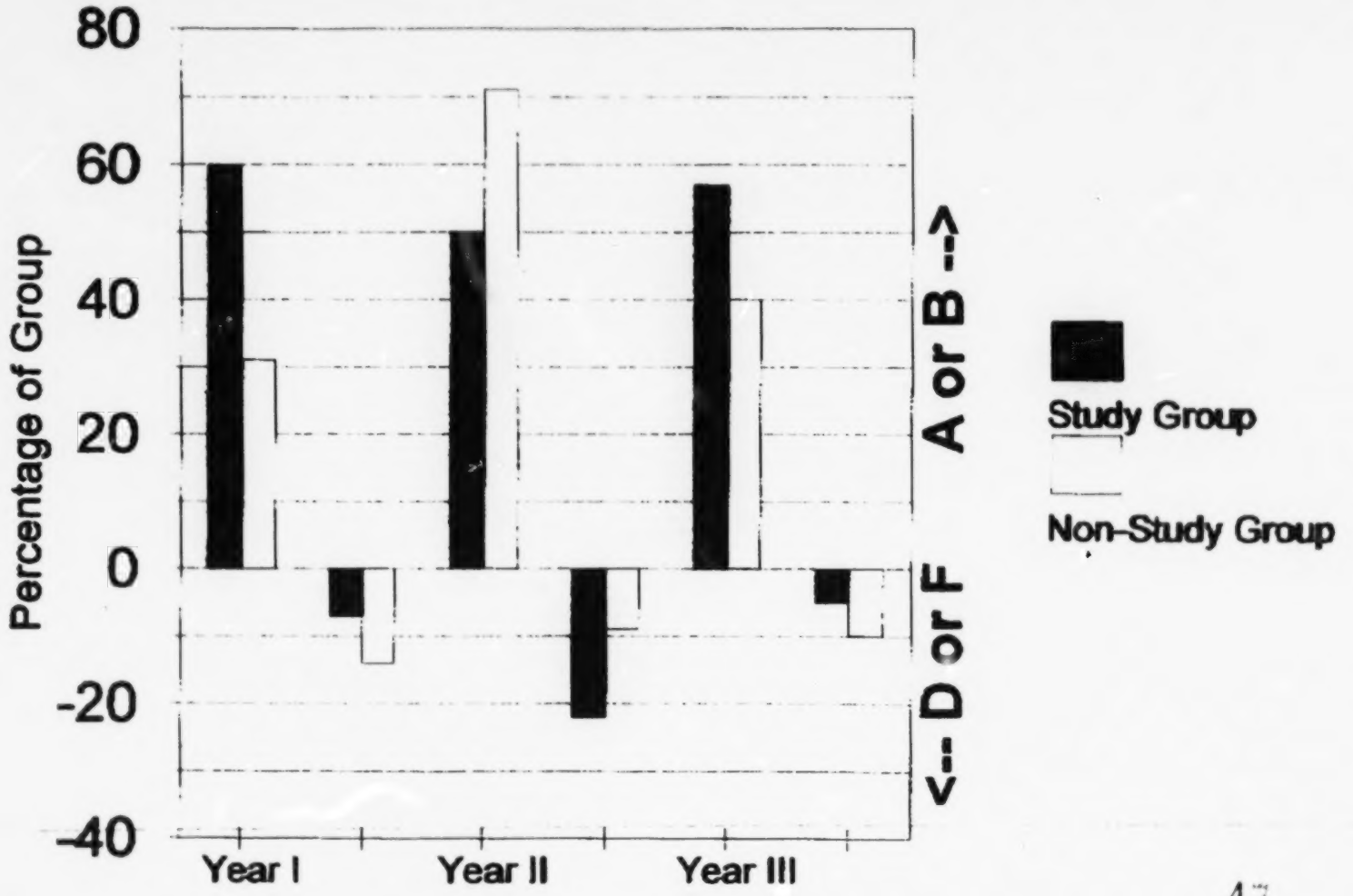


Grade Distribution

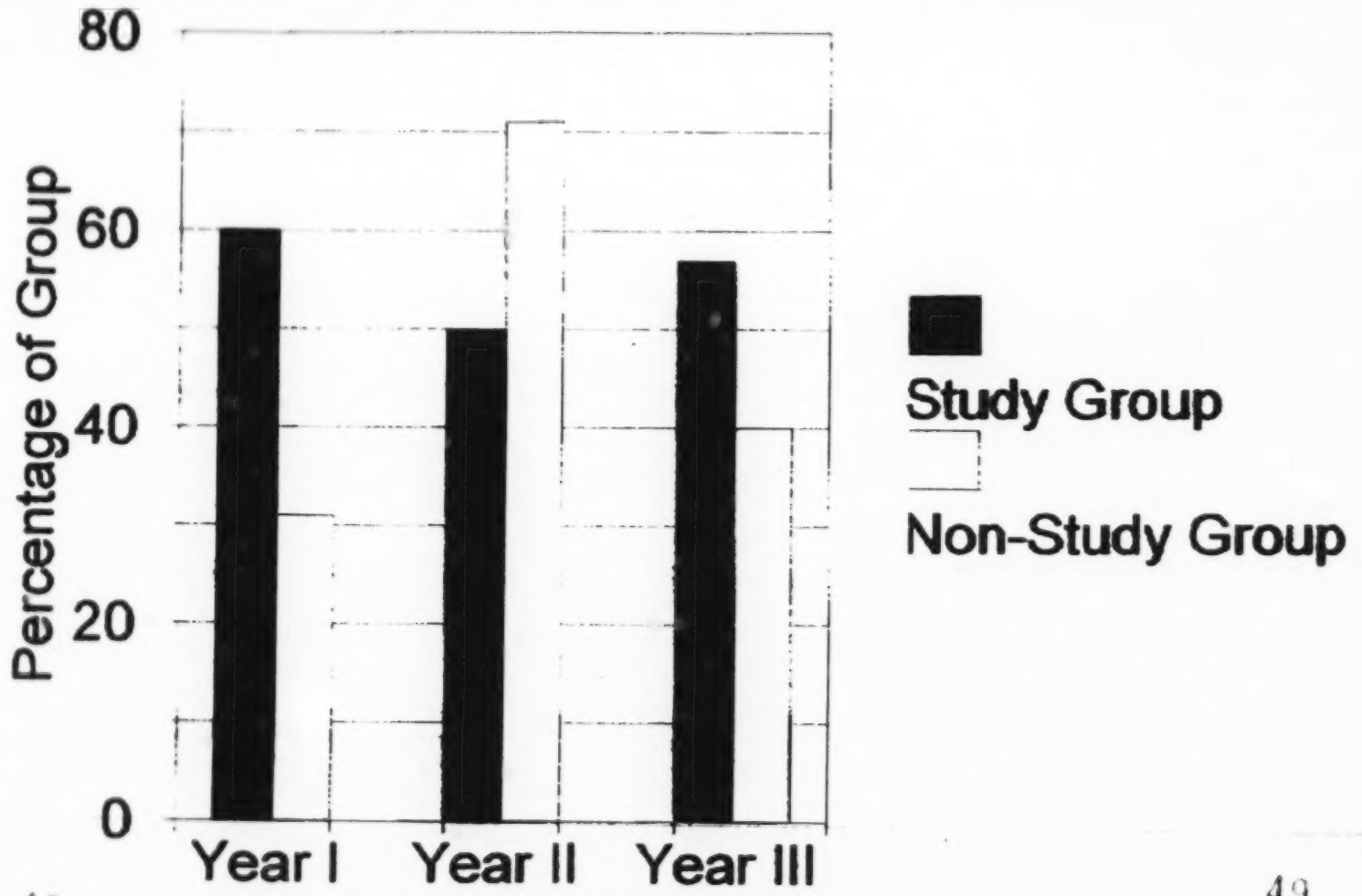
Year III



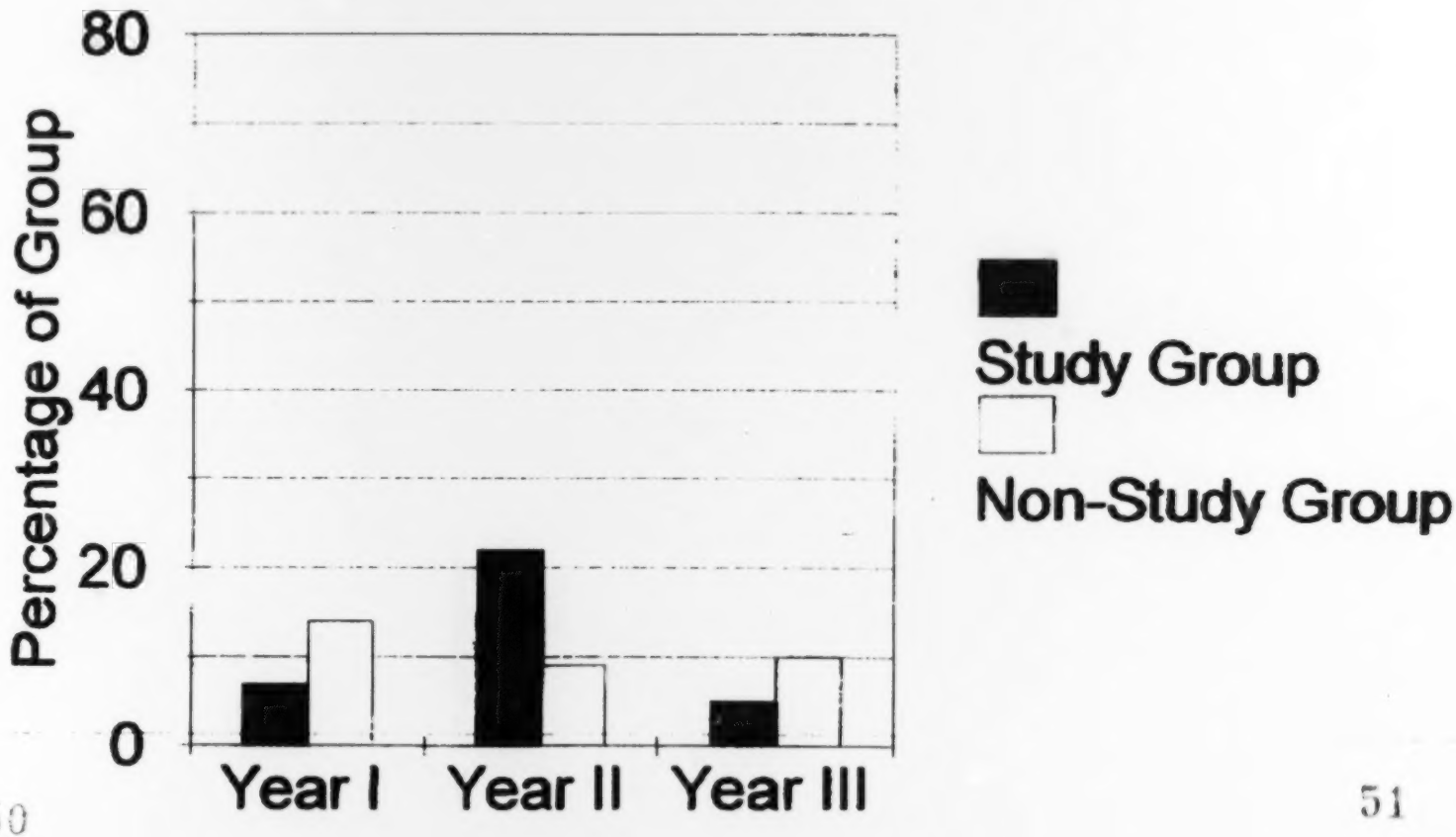
Distribution of High and Low Grades



Percentage Receiving A's and B's



Percentage Receiving D's and F's



Appendix B

TECHNIQUES FOR ENHANCING INSTRUCTION

FOR LANGUAGE MINORITY STUDENTS:

IMPROVING LECTURES:

1. Write the day's agenda and an outline of the day's lecture on the board.
2. Before the lecture, review your lecture notes. Write unfamiliar terms on the board, and define or give examples of them as you lecture.
3. Collect unfamiliar words from student and start your next lecture with explanations of them.
4. Start each lecture with RECALL, a summary of the important points of the last lecture.
5. Give students practice in identifying the main points of your lectures.
6. Make your prepared lecture notes available to students.

MAKING THE TEXTBOOK ACCESSIBLE:

1. Teach students to read "from the Outsides In", first to find the thesis, then to look for the supporting details.
2. Give students a textbook overview assignment.
3. Assign chapter study guides.
4. Require students to turn in sample exam questions based on each chapter, and give extra credit for the questions you choose to include on your exam.
5. Give weekly chapter quizzes.

ASSEMBLING ACADEMIC INFORMATION:

Using small groups or whole class interaction, take class time to dissect a lecture, or chapter or scholarly article in terms of

1. **Listmaking, or brainstorming or mapping information about the topic;**
2. **Arranging, chronologically, pro/con, or main idea/supporting data, and**
3. **Discussing to identify or develop a thesis or point of view.**

WRITING ESSAYS, EXAMS AND RESEARCH PAPERS:

1. **Write explicit exam questions with instructions.**
2. **Replace the one-shot assignment with a multi-step assignment, and use both instructor and peer feedback to guide students in editing their drafts.**
3. **Use class time to explicitly teach the skills needed in the assignment.**
4. **Make model papers available to students to review.**

PREPARING STUDENTS FOR EXAMS:

1. **Give practice exams**
2. **Assign writing exam questions as a course assignment.**
3. **Hold a review session before exams using student generated questions.**
4. **Allow students to re-write exam questions on which they did poorly.**

INVOLVING STUDENTS ACTIVELY IN LEARNING:

A. Use small groups in large lectures to:

   1. Recall the previous day's lecture.
   2. Teach critical thinking skills, such as list making, arranging and discussing.
   3. Prepare students for exams or group presentations.
   4. Demonstrate complicated concepts or apply lecture principles to a problem solving task.

B. Assign mandatory office hours visits.

Appendix C

To: Drs.Ann Snow and Janet Tricamo
Codirectors, Project LEAP
Learning Resource Center
California State University, Los Angeles
Los Angeles, California 90032

From: Dr.Michael I. Prochilo MP
Department of English
Salem State College
Salem, MAssachusetts 01970

Re: Evaluation of Training Manual-Year I

Date: 7 April 1993

Evaluation Report

The following narrative report of the Training Manual for Project LEAP - Year I concerns itself with two major areas: [1] to judge the manual in terms of what the language enhancement activities and exercises intended for classroom use accomplish for faculty and student group leaders in work with language minority students amd [2] to evaluate the usefulness of the manual as an independent teaching/training tool for other similar faculty and institutions. Further, evaluation of the manual centers on three major concerns/objectives of Project LEAP: [a] modification of the culture of the classroom, [b] ESL concerns of integrating language skills with content in subject matter, and [c] internatioonalizing the curriculum. With these issue in mind, the evaluation takes special congizancee of language enhancement activities, language development pedagogy, and expansion possibilities of the program to the larger university community and beyond.

1. The Introduction: Outlining the parameters of the manual, its pedagogical and methodological positions, the Intriduction is clear in its scope, goals, and objectives of the project. Especially refreshing is the honest and pragmatic view that the language enhancement activities herein are not comprehensive but specific to individual courses, student groups, and instructors. These activities are immediately applicable in establishing a common ground for staff involved with the project. Topics such as The GQRS Method, Group Building Exercises, Group-Centered Processes, and Evaluation forms for students and staff are succinct, sound, and pedagogically effective.

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2. The Content Sections, II - IV

A. Faculty Narrative/Syllabi:

Each of three courses involved in the first year has a similar set-up that provides a framework on which to develop and expand goals and objectives of the project. The faculty narratives, as one would expect, have varying degrees of revelation and success: some are clearer, more detailed than otherss. More specific detail about how the specific methodologies and pedagogicalpositions helped changed he direction/perceptions of the faculty and the presentation of material would be helpful. As an aside --and perhaps something a graduate student could do -- it might prove informative to list the classroom methods proposed in the three syllabi as described by the instructors and implied in the study group exercises and then compare them to what the faculty at large is doing and what each specific field is advocating. The course syllabi should be presented in detail with reference to course goals, objectives, and assignment.

B. The Study Groups and the Exercises:

The exercises for each section, however differeing in focus re subject matter content, constitute the best sections of this manual; the exercises are within the established guidelines of ESL pedagogy, language development theory, and accepted methodological practices. The goals of the exercises, especially in the sequencing and progressions that lead from one specific reading or writing assignment to another are admirable for their internal intellectual vigor and pedagogical consistency. They are sequenced to bring the students through the increasingly complex stages of reading and writing about content. The three courses and their asignments meet (at least by inference from reading the manula) the needs of mastering course-specific content. THe integration of language development exercises and cognitive exercises aimed at "deconstructing" the subject matter was consistent throughout the three sections, biology, History, and Psychology, in this program.

What I especially enjoy as a reader is the "across the curriculum" reinforcement of the main objectives of the exercises. It is clear the the LRC has done an admirable job in fodusing the study group leaders and the faculty to stay on task. There is a consistency here that is important for all concerned, especially the language minority

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students who receive continual encouragement and reinforcement. To focus on issues such as how to "read"a textbook, learn from outlines, develop decoding skills, write a thesis, gather materials, organizing--all the heuristics of pre-writing expository prose--as well as basic rhetorical methods such as comparison-contrast/cause-effect are essential. To the casual observer, these "overlappings" may seem redundant, but here they are not; they acxcomplish one of the explicit goals of Project LEAP: "...in merging study group and ESL pedagogy to create a new language development study group" (Project LEAP FIPSE Proposal 3.1.91 7).

This manual exhibits the merging of the two pedagogies, ESL and language development, that the proposal calls for. The goals and objectives of Project LEAP are clearlt adressed and met in all aspects of the initial prospectus: integreation of language skills with content mastery, grooups processes and dtnamics, and proven study habits, specific attention to language problems/interferences through language skills exercises and faculty development.

C. Faculty Development:

The project proposal of 3.1.91 on page 11 states: "The thrust of our faculty development component is to give selected faculty the training and hands-on experience to adapt and incorporate language development instruction into their general education course curricula." Through reading the faculty narratives, the Introduction to the MAnual, and the CSU-LA proposal for this endeavor, it is clear that the criterion of faculty development is being met, and based on my experiences at my home institution these developments will have a rippling-outward effect.The faculty, supported by the university and the various administrative levels, especially the LRC, have, after self-selection, engaged in and continue to (1) a reexamination of pedagogical positions and implications, (2) a conscious attempt to revamp and update methodological strategies, (3) incorporate peer-study group and student empowerment techniques as well as (4) a concerned effort to include a variety of language enhancement activities that are reinforced and supported by the SGLs and the student stidy groups.

In addition, it is also clear from the project drafts I have received and the document at hand that the faculty are committed to and full partners in the LRC methods seminar which has multiple benefits: faculty learning anew from others, faculty learning from faculty, and perhaps most startling (and refreshing) faculty learning from their students. Paculty who engage in such a project of this

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scope are, of necessity, interested in and involved in the current issues of teaching and pedagogy. Furthermore, faculty in such a program are committed to and receptive of re-organization and decentering the classroom to empower students. This attitudinal change is crucial to the success of a project, and it is here evident in varying degrees in the faculty narratives. The attitudinal change is important because of its power to bring about change, often subttlely, in faculty members outside the program.

With attention to methodology, it is evident in the manual that faculty are (1) expanding the writing component to encompass "writing-as-learning" and (2) altering the structureeee of their presentations to make the course content more accessible to language minority studentsss. The most significant element is the move away from the lecture method; to yield here is a major step forward for change.

In summation, Project LEAP has faculty who are self-selected and self-motivated, committed to and interested in academically sound change, involved in solving academic problems re university level learning, attend methods seminars, interact with one another as well as SGl leaders, students and peers from across the university.

4. Suggestions:

A. A formal bibliography is needed at the end of the manula citing all the texts and exercise 'adaptations'. The LRC has given much time and energy into researching materials, articles, texts; use thisninformation here for it would underscore the intellectual and pedagogical weight of the manual.

B. If the SLG methods seminar produced the excellent teaching strategies and exercises for use in the study groupsssss, then the faculty narratives form the other "heart" of this manual. As noted abovee, the narratives aree uneven: one simply describes some basic methods, perceptions, and attitudes in a general manner while another is quite specific as to philosophic considerations, key cognitive issues, study group protocol, and attention to ESL concerns. Thisnimbalance can be addressed by judicial and editiorial discussions with each of the faculty participants.

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C. Special attention should be given, and is here, to the Exercises and Activities underr the History 202B Materials section entitled "Part II: Introduction". I found this section to be the most developed in detail. Emerging from the LRC study griups for SGL, these exercises, building on the principles of scaffolding, disclosure, modeling, best exemplify what Project LEAP wants to accomplish:

(1) to make ... "the language enhancements course specific (3.1.91 7)

(2) to employ modeling, disclosure, and group centered process exercises designed to empower students

(3) to move ancillary support services to the forefront (i.e. into the classroom) for each of the courses in the project so that classroom activities, ESL activities, and study-group activities are interwoven and interdependent

(4) to use available ESL strategies as well as language/cognition strategies to help students accomplish "course objectives and overall academic achievement, not [just] the teaching of language <u>per se</u> " (Proposal 2.2.91 24).

These developed exercises demonstratee clearly that they are <u>not</u> language exercises isolated from contenet, but rather integrated, continual, and sequential activities.

I recognize that the exercises for BioLOgy and Psychology mirror what was done in HIstory (and that all exercises emerged from the LRC study methods seminar and faculty development), but even with the parallels (and in some cases exercises for Biology and Psychology were almost identical), the set-up of the materials for History gelled, coalesced. There was moree attention to content-specific objectives.

The problem in answering here the question of how useful is the manual as a training tool for teachers to work with is two fold: [1] it is very useful if you teach the three subjects of the projected nine areas and [2] one could encounter some difficulties or resistance if these exercises stood as it. A user of this manual outside the program would have to extrapolate the materials to fit his/her specific subject area. The solution here is to rewrite--really edit--this section to make the exercises content reference free and publish it as a book from the LRC for the faculty and perhaps expand it into a commercial text. The materials gathered here

as such present a neat package of immediately useful materials.

For me personally, I thoroughly enjoyed seeing many of these exercises and thinking how might I adapt this or change that for a class in x or y. The manual exercises do have an infectious quality to them; they are serious, humanee, and inviting. They very clearly do "serve as models of language enhanced activities and methods which could be used in any general education course where improved academic language skills is the goal" (Manual 3).

To: Drs.Ann Snow and Janet Tricamo
Codirectors, Project LEAP
Learning Resource Center
California State University, Los Angeles
Los Angeles, California 90032

From: Dr.Michael I. Prochilo MP
Department of English
Salem State College
Salem, Massachusetts 01970

Re: Evaluation of Training Manual-Year II

Date: 1 February 1994

Evaluation Report
Year II Manual - AY1992/1993

In the opening segment of Evaluation Report of the Training Manual for Year I, several objectives of Project Leap were singled out: modification of instruction within the classroom, ESL attention to integrating language skills and classroom success, and the importance of study peer groups. The publication and description of the Training Manual for Year II reinforces these concerns and continues this tradition while deepening the methods of involvement and presentation of material to the students.

The Training Manual-Year II, the major document for the second phase of Project LEAP for AY1992/1993, represents a significant forward movement in terms of presentation of material, sophistication, and reinforced assurance of purpose and direction. What was developed in the Training Manual-Year I is here made crystalline. In many respects, the manual for the second year is a refined development of the first year's manual. It is a work that clearly embraces the focus and direction of the project, exemplifies language enhanced activities, and faculty involvement. This manual continues a concentration of ESL issues, learning styles, and teaching techniques intended for use by faculty, language specialists, study group leaders, and the students.

The Training Manual for Year II exhibits a number of additions and refinements: what was sought for in Year I, and in large part successfully achieved, is here now fully realized in Year II. This new manual, presented in a polished format and elegant manner, exhibits some striking features that not only speak to the participants in the project but also to the reader of the manual. For example, this manual has a tautly written and succinct introduction, a

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revised and expanded description and explanation of the CSLA Study Group Program, an organization of material with class syllabi and study materials clearly demarcated for the three new general education courses enlisted for this year: Political Science, Sociology, and Speech. The last point to mention is that of an added bibliography.

The incorporation of this bibliography, Integrating Language and Content Instruction: Selected References, accomplishes what it sets out to do: the documented sources enable the reviewer and user of this manual to understand the vision of the program and the ideologies that underlie the program, and provide references for future users of the manual. Especially noteworthy as program indicators are such texts as Crandell's ESL Through Content-Area Instruction, Richard-Amato and Snow's The Multicultural Classroom, Short's Integrating Language and Content Instruction:Strategies and Techniques among others.

Thus, when first reviewing and evaluating the Year II Manual, it becomes readily apparent that there is a continuance of project consistency and coherence that moves from the description of the program to the program itself and finally to the references underlying the direction and purpose of the program. The introduction provides the reviewer and future user of this manual with the continued purpose and committment of the CSU-LA project: "Project LEAP seeks to improve the academic language skills of language minority students...by enhancing the curriculum and teaching methods of selected general education courses and supplemental peer-led study groups" (4). The manual for Year II amply fulfills that objective.

The Manual for Year Two exhibits continued committment to the project's four major components: study group courses, faculty development, curriculum modification, and project continuity and dissemination. A review of subsections I-IV indicates that these purposes and goals are attended to, implemented, and analyzed as to effectiveness in the classroom setting. As in Year One of Project LEAP, materials designed for the language minority students were developed under a collegial rubric that employed the talents of study group leaders, language specialists, and course professors. Whether developed for study group courses or the courses themselves, the exercises exhibit clear understandings and applications of ESL techniques, language enhanced activities and exercises to improve academic language skills and academic success.

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In the review that continues, attention will be given to two areas that have been deepened in their development of course exercises: multi-task assignments that enable students to integrate a number of language writing and reading skills which in turn lead to the second area of concern--integrating those activities with library research techniques. The latter is absolutely essential, and Project LEAP is to be commended for dealing with this issue of writing academic research papers in a forthright manner, one that helps students to break down a complex task into a number of manageable ones that build security in dealing with academic writing on one level and success with research papers on another. Also reviewed below will be the cooperative learning activities used in large sections (See the Sociology section of the manual) and the fact that all the syllabi examined have faculty asking for, demanding a great deal from the students. This an important theme -give the students substantial work. Implicit in this is the recognition that students will give maximum effort to achieve the expectations of the course(s).

In Part I, The Study Group Program, one aim is to use similar materials in all CSA courses and study groups in order to maintain uniformity and control. There is also the expecta tion that in the future many of these techniques will be adopted in all general education university courses. This direction represents an "innovated, explicated and refined Year One activities by a wider audience..."(6). This developm ent describes the merging of several planning and training efforts under the new rubric of RPM-LADE; according to program notes and particulars in both course study groups and course syllabi, this shift will reflect more directly the group's thinking: to be more "responsive to language and content mastery needs of high risk students" (7) in all content areas.

Thus, there has occurred a major re-conceptualization of the Study Group Program. The working principles of the GQRS methodology of Year I has evolved into the new strategem labeled RPM-LADE. Through this shift in perspective, language minority students in study groups spend considerable time (1) recalling academic information in some detail for the various courses in order to make the material theirs, to assume responsibility and ownership of course content, (2) reviewing presented material of the day'slecture to reinforce a student's knowledge of content, and (3) leaving room for addressing course specific tasks, the miscellany section: thus, RPM. To accommodate these content specific tasks, students are trained in LADE: listing, arranging,

discussing, and evaluating. In this intensive use of language skills exercises, the new approach guides students from low-level cognitive tasks to higher level ones.

The notion of RPM-LADE builds on the pedagogical and methodological positions posited in the first year of the program. Reviewing the outline of this process (See pages 9-11 in the Introduction), the manual presents a cogent sequence and a direction for study group leaders to follow - and by implication, if not proximity, alert and engage faculty in the learning and language skills being used with language minority students to reinforce the lectures.

The staff of Project LEAP keeps a growing and developing "toolbox of language instruction activities" (9) created by the various groups in this project. There are some nineteen specific exercises and activities presented in this portion of the manual and which then used throughout Parts II -IV. Each of these activities is carefully described. Each has its rationale and objectives stated with a succinct set of directions (Procedure) for study group leaders to follow with students in order to accomplish the language skill tasks at hand. Reviewing these activites, not one strikes a false note: they are focused, adaptable and clear in their objectives. They can be used as part of this project and as independent activities in courses outside the project. As these exercises focus on such items as how to master course content or engage in cooperative work or sequence research assignments to course papers or any number of content-specific issues, each never looses sight of the students and their personal involvement with the material. Project LEAP took the challenge presented in its manual for Year I and has come forth with a new focus, a clarified, refined set of strategies, and a deepening concern for mastery of content through multi-task assignments, an enhancement of language, reading, and writing skills, and engagement in working and employing library research skills.

The syllabi and study group activities presented in Parts II - IV concern Political Science 150, Sociology 201, and Speech 150, three more courses in the general education foundation. What is most notable at first is that this second group of instructors have incorporated and moved beyond the generics of the Training Manual for Year I. Throughout each of these syllabi, there is evidence of a concerted re-evaluation of each instructor's pedagogical stance. What they write of in the brief prologues to each section is translated

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into tangibles in their syllabi and assignments. These syllabi exhibit a set of common characteristics that are aimed at making the student at ease, responsible, informed, and engaged in the academic dialogue. That a great deal is demanded of the students is both admirable and a credit to the instructors.

In reading over the syllabi, the format for the Training Manual has been vastly improved - reshaped and streamlined. Each instructor presented a brief pedagogical overviewww followed by a detailed syllabus, instructor's exercises, and study group activities directly related to each specific course. This newly formulated reorganization was unified and a pleasure to follow. That these syllabi and study group activities meet the original proposal and its objectives to the FIPSE office is a given. In fact, these courses and their language enhanced activities are totally aware of and address the issues at hand: problems of language with language minority students, issues of content retention, and introduction to academic writing that incorporates library research skills and data. The following is a modified listing of some commonalities worthy of attention and commendation in all the materials presented in this manual:

(1) - specific directions and focus of assignments for specific course contents articulated so that students understand exactly what is being requested of them

(2) - attention given through specific tasks not only to the importance and comp lexity of library research but also to developing those analytical skills necessary to work with the research materials found

(3) - multi-task approach to writing the research paper clearly tracked students through the procedure; students led by example and by modeling from one skill to the next

(4) - faculty continue to build on the principles of scaffolding (See Training Manual Year I) with intensification of modeling

(5) - special attention to modeling exemplary because models show students what is expected of them in a tangible way, how to format, what to look for, how to begin gathering data, how to build an argument, analyze and evaluate data. Inclusion of models for each course very helpful

(6) - faculty awareness of their use of language, codes, dialects, levels continues to be of importance

(7) - study group exercises and activities unified in presentation with an internal consistency re pedagaogical concerns.

The Training Manual for Year II is exceptionally well done. One awaits the Training Manual for Year III with its focus on "central academic English skills" (7). Project LEAP continues to address the issues and concerns of working with students new to the academic environment, with language minority students who have a great deal to contribute to the society at large. Project LEAP exemplifies the changes that are needed in the academic sphere as we enter a new world dynamic for the twenty-first century.

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The CATESOL Journal

Appendix D

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Collaboration Across Disciplines In Postsecondary Education: Attitudinal Challenges

To begin this discussion of collaboration across disciplines, I would like to present three common concerns about teaching in the multicultural university of the 90s which I frequently hear from content-area instructors:

- My classes are filled with students who don't speak the language, can't read the textbook, and can't write a decent paper. These kids have graduated from American high schools, but they're not ready for college.
- I'm an economics professor. You can't expect me to become an English teacher, and anyway, I don't have the time.
- I would really like to reach these students, but I don't have the background or training.

These comments reflect the attitudinal continuum among teachers I've met in working across the disciplines in the postsecondary setting. These teachers range from those who are having trouble accepting the reality that demographic changes in California have profoundly affected the type of student coming into our colleges and universities, to those so entrenched in their traditional roles that they resist changing their instructional strategies, to those concerned faculty members who recognize that accommodations are in order but who feel at a loss in terms of expertise and experience to make the accommodation.

As an increasing number of language minority students enroll in college and university classes, content-area faculty require assistance in dealing with the instructional demands of teaching second language students. While many are indeed skillful teachers, there is a growing mismatch between the teaching strategies they have honed over the years for one type

of population and approaches which will engage the linguistically and culturally diverse students presently enrolled in their classes. The pedagogy exists in TESOL to collaborate with our content colleagues, but an attitudinal backdrop must also be considered for meaningful, sustained change to occur. In keeping with the theme of this special issue, I'll address some of the challenges of interdisciplinary collaboration which typically fall outside of discussions of pedagogy per se. Specifically, I'll discuss attitudes that content-area faculty hold about students' educational backgrounds and language skills and strategies for countering some of the obstacles that prevent faculty involvement in interdisciplinary collaboration. This discussion is based on my experience at California State University, Los Angeles where I codirect Project LEAP: Learning English for Academic Purposes, a program funded by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE) grant in which general education faculty, peer tutors, and language specialists work together to assist language minority students to improve their academic literacy skills.

Let me say at the outset that responsibility for meeting the needs of our language minority students is a two-way street. TESOL professionals in higher education must, in my opinion, take a broader view of their roles and responsibilities. We have much to offer our colleagues across the disciplines. The impact we can make in our individual ESL classes, while certainly significant and not to be underestimated, is limited when one considers the far greater amounts of time our students spend outside ESL courses in the real world of content-area classes. In addition to providing a critical outlet for our expertise, cross-curricular collaboration presents an opportunity for increased visibility and stature in the eyes of our campus communities as our content-area colleagues look to TESOL professionals for answers to their vexing questions about how to reach second language students.

In convincing our content-area colleagues to take greater responsibility for reaching all students, we need to begin by dealing head on with attitudes about who these students are and what kind of skills they bring to class. Content-area instructors must be sensitized to the complex social and demographic factors involved in educating language minority students in California's schools. From my experience, faculty simplify this complexity in two different ways. In one scenario, faculty make no distinction between the native English-speaking students taking their classes and their second language counterparts, and, thus, fail to understand the tremendous academic demands placed on language minority students in their classes. In this regard, I have found that Cummins' work provides insights that content-area faculty find very enlightening (see Cummins, 1981, 1992). In the other scenario, faculty refer generically to nonmainstream students as *for-*

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eign students. While clearly there are many international students attending California colleges and universities, by far the majority of language minority students on our campuses are immigrants who have no plans to return to their home countries or U.S.-born students who have a second language in their personal or educational background.

The following characteristics of language and educational background may be helpful in distinguishing language minority students from each other and in assisting content-area faculty to understand their complex profile:

1. Some of the students we see in our college and university classes are recent immigrants who have developed social communicative skills in English through beginning-level ESL classes or through exposure to an English-speaking environment but have not yet developed academic language skills appropriate to their educational level;

2. Other language minority students have acquired academic language skills in their native language and initial proficiency in English but need assistance in transferring concepts and skills learned in the first language to English;

3. Still other students may have lived in this country for a long time or been born in the U.S. While usually bilingual, they are English-dominant as they have received little or no schooling in their first language. These students may have done quite well in their high school courses but are often not prepared for the increased demands of college or university study because they lack sufficient experience with or systematic instruction in academic language skills.

To deal with the attitudes exemplified in the faculty comments which appeared at the beginning of this article, TESOL professionals have to think realistically about what will motivate faculty to collaborate. In other words, how can we get faculty to buy in to cross-curricular collaboration? I believe that the answer requires several strategies. First, we must assist content-area instructors in improving their approach to teaching. Secondly, we must convince content-area faculty that they will see improvement in their students' mastery of course content if they assist them with academic language skills. Successful marketing of cross-curricular collaboration must also cast the ultimate objective of such activities as that of raising standards and course rigor rather than expecting less of students.

To meet the attitudinal challenges posed by interdisciplinary collaboration, we at Project LEAP look to Meyer (1993) who said, "Teachers should have two goals: to teach the content, and to teach the necessary conditions for learning it" (p. 106). We have seen dramatic changes in the attitudes of faculty after they have experienced a positive washback from being attentive to students' language needs and changing their own instructional strategies.

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For example, faculty in Project LEAP general education courses have seen significant improvement in the quality of student writing and content understanding after redesigning their previous one-shot term paper assignments into multistep exercises whereby students submit assignments in stages. In an introduction to a political science course, Project LEAP students received very detailed guidelines at the beginning of the term, participated in a library tour, completed a homework assignment in which they learned to use on-line data sources such as LEXIS/NEXIS and CARL to conduct their research, reviewed model papers, and turned in the introduction and literature review sections of their research papers at the midterm point. They then added a discussion and conclusion, incorporating peer and instructor feedback in the production of the final draft.

Professors have also seen tremendous payoffs after experimenting with different ways to help students prepare for exams. In a humans-and-their-biological-environment course, for instance, the biology professor permitted students to submit questions to be used on examinations. By the third midterm exam, 42% of the questions which appeared on the exam were student generated. In cultural anthropology, a professor has seen an increase in the number of A and B grades awarded after asking students to bring mock essay questions to class and giving them time during class to brainstorm possible answers in groups.

In addition to revamping paper assignments and experimenting with student involvement in examinations, we have found content faculty receptive to a variety of other strategies for enhancing their own teaching approaches and so improving student mastery of course content. These include ways to:

(a) revise their course syllabi to make expectations clearer;

(b) accommodate diverse learning styles in the classroom through a variety of instructional techniques (e.g., increased wait time, avoiding spotlighting students, group work);

(c) craft writing assignments which make explicit the critical thinking or analytical requirements of the assignment;

(d) encourage more interaction between faculty and students (e.g., making one visit to the professor during office hours a course requirement);

(e) make students more accountable for keeping up with reading assignments (e.g., pop quizzes, study guides);

(f) assist students with note-taking strategies; and

(g) improve lecturing strategies such as:
- reviewing key concepts from the previous lecture,

- writing an agenda on the blackboard for each class session,
- not taking for granted that students possess general academic vocabulary (e.g., terms such as *hypothesis, watershed*),
- minimizing cultural, generational, or class-based references which might not be part of students' background experiences (e.g., *Alice in Wonderland, Gary Cooper, mortgage payment*).

Project LEAP faculty have also welcomed suggestions for responding to student writing and designing better multiple choice and short answer test items.[1]

Selecting faculty to participate in cross-curricular collaboration is tricky business. We have found that junior-level faculty who themselves were educated in a multicultural milieu may be more likely to embrace the notions of diversity and equity in education. On the other hand, nontenured faculty, in general, do not hold leadership positions within their departments and, thus, the multiplier effect may be harder to achieve when working with them than when aiming at the outset to convert senior faculty to cross-curricular collaboration. The two most critical characteristics in selecting faculty, in our experience, are flexibility and willingness to change – attributes which know no age or status limits.

Other attitudinal challenges exist. We have found that, while many faculty members are very committed to improving their instructional skills, they are also wary of being perceived in their departments as too involved in teaching concerns when it comes time for review for promotion. Or, when they have innovated and produced positive results (i.e., students performed better in their classes), they are criticized for giving too many high grades or it is assumed that they grade too leniently. We have to accept that these kinds of biases and misperceptions exist and be prepared to help content-area faculty prove to their colleagues that they have, in fact, raised course standards by giving more complex assignments and holding students accountable for demonstrating high levels of content knowledge and language skill.

In short, TESOL professionals should take the initiative to share what we know about teaching language minority students by offering workshops and training sessions or developing comprehensive cross-curricular programs. Several recent CATESOL presentations have reported on efforts at the community college level aimed at assisting content-area faculty to meet the needs of second language students at Contra Costa College (Fragiadakis & Smith, 1992) and Santa Monica and Rio Hondo Colleges (Hartnett & Chabran, 1993). Beyond the workshop level, a variety of models of interdisciplinary collaboration exists at the postsecondary level. To cite two, writing across the curriculum is well-documented in the composi-

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tion community (see Fulwiler & Young, 1990) and the adjunct model in the ESL literature (see Benesch, 1988; Brinton, Snow, & Wesche, 1989).

The stage is set for collaboration across the disciplines in California's multicultural colleges and universities. While there are many attitudinal challenges inherent in cross-curricular endeavors, we have much evidence that indicates that ESL and content-area faculty can successfully join forces to insure that language minority students develop the skills needed for academic success. ■

Footnotes

1. To receive Project LEAP training manuals containing instructional materials designed to assist language minority students in the development of their academic language skills, please write or call: Project LEAP, Learning Resources Center, Library South, Room 1040A, California State University, Los Angeles, 5151 State University Drive, Los Angeles, CA 90032, (213) 343-3970.

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